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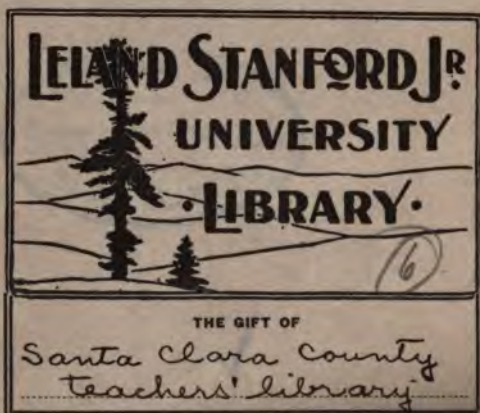
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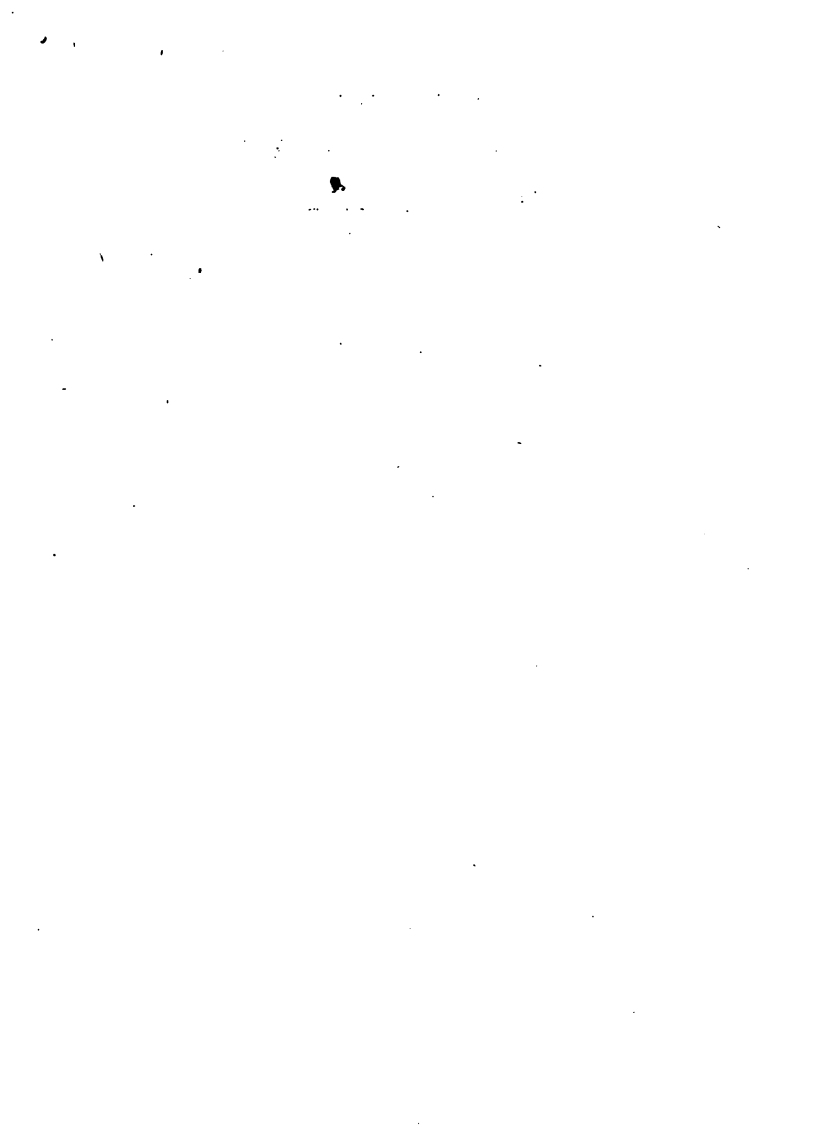
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THE NEW EDUCATION. D

SCHOOL MANAGEMENT:

A PRACTICAL GUIDE

FOR THE

TEACHER IN THE SCHOOL-ROOM.

BY

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PREFACE.

It is one of the peculiarities of our educational system, that a very large number of teachers undertake the duties of the school-room each year without any special preparation. They are obliged to face both the difficulties of teaching and governing without the slightest experience in either. This being the state of things, whoever can write a word that will guide or assist the teacher in these trying circumstances is justified in doing it. The author presents his contribution for this purpose, trusting it will be found to be a practical aid in meeting the perplexities that arise in the school-room.

It may disappoint those readers who expect to find in it a "patent" plan to reduce a bold and wayward youth to instantaneous submission. No small number of difficulties have arisen from the attempt by the teacher to sway his scepter with too little regard for the fact, that the school in this republican country is a republic. The only way to manage a self-governing people is to render the citizens manageable ; and this is especially true of a school. Its management should be based on civiliza-

iv. *SCHOOL MANAGEMENT.*

tion; there should be exhibited the absolute pleasures that arise from a cultivated, honorable, and dignified intercourse.

An earnest desire to advance the interests of both teacher and pupil has actuated the writer; and he hopes his work will conduce to make the relations of each more delightful.

INTRODUCTION.

BY THOMAS HUNTER, PH.D.,

PRESIDENT OF THE NORMAL COLLEGE, NEW YORK CITY.

The once prevalent idea, that the only qualification necessary for a school teacher is mere scholarship, has been very nearly abandoned. It has taken a long time to convince school boards that teaching is a trade, a profession, like watch-making, navigation, or medicine. All the learning of Lord Bacon would not enable a man to make a watch unless he had first practised the trade; all the science of Isaac Newton would not impart the power to navigate a ship, unless the captain had previously learned the art of seamanship; and the learning of both combined would not enable a man to manage a district school and attain the objects for which it was designed without a careful study and practice of the principles of teaching.

School government is confessedly difficult. Some writer has said that it requires as much ability to govern a district school properly as to rule a kingdom. Few teachers fail from lack of book knowl-

edge, or even from inability to impart it; they fail chiefly because they lack experience and do not apply the rules of common sense.

The training of forty or fifty human beings, a most fearful responsibility, is often placed on the shoulders of very young men and women, frequently on the completion of their own studies, and without the least knowledge of the world, or of the secret springs of human motive and action. Is it any wonder, then, that there is so much disorder in many schools?

For the purpose of aiding the young and inexperienced teacher, and of saving him and his pupils from a waste of time and energy, the author of this work has put the results of his experience and thought into a practical form. To instruct one teacher so that he may correctly organize and teach a single school of fifty children would well repay the labor he has expended.

An inspection of it shows:

First: That the author, an earnest and successful teacher draws from a large and varied experience.

Second: That he has endeavored to avoid all pretension and make the work as clear, simple, and practical as possible.

Third: That he has not forgotten that good principles are much better than extensive acquirements; and that the chief function of the teacher is to make a self-governing, law-abiding, and God-fearing citizen.

Fourth : That he has proved it to be essential that the teacher should himself be a man and a gentleman before he can train his scholars to be such.

Fifth : That he inculcates a broad humanity for the school-room, a development of the forces lying within rather than a repression of them, as the true foundation of school-management.

It is hoped that the work may be widely disseminated among the teachers of the country—especially the district schools—to them it will be a sort of normal training; but it will do good in graded schools also.

It is said of the barbarous Indian, that when he first sees the rude outline of the human head traced in the sand he is lost in admiration; but when he has come nearer to civilized society, and sees a similar head drawn on a wall with charcoal, he admires it exceedingly and despises the head in the sand; so he goes on, admiring and despising by turns, until he reaches the perfect painting and the beautiful bust. He then wonders how he could ever have admired the crude thing he first met on his journey.

How many teachers are satisfied with charcoal heads—with badly managed schools—because they have never seen better? Let it be the mission of this little work to teach many a teacher to organize and manage his school with a skill similar to that of the painter and the sculptor.



CONTENTS.

| CHAPTER. | PAGE. |
|---|-------|
| PREFACE. | iii. |
| INTRODUCTION, by Thomas Hunter, Ph.D., President of the Normal College, New York City. v. | |
| I. INTRODUCTORY. | 1 |
| The ideal school.—Failure to realize it.—School management difficult.—It is the employment of personal power.—The book designed for those who desire to elevate their schools to a high standard of excellence.—It is the result of observation and experience.—Good government develops the good in the pupil.—An incident.—Object of government.—It should educate the pupil respecting his social relations. | |
| II. VISIT TO A WELL-MANAGED SCHOOL. | 6 |
| The object method to be pursued.—Visit to a school.—The school-room.—The spirit of the teacher.—The evident response in the scholar.—The order.—The views of the teacher.—The basis is the love for the work.—Who can teach?—Object of the volume.—Summary. | |
| III. LOVE FOR THE WORK. | 14 |
| All work for humanity must employ the heart.—The school-room the noblest field of work.—Contempt of teaching caused by wrong modes of management.—Good management increases teaching power. | |
| | viii. |

SCHOOL MANAGEMENT.

| CHAPTER. | PAGE. |
|--|-------|
| IV. THE PRINCIPLES WHICH UNDERLIE SCHOOL MANAGEMENT. | 16 |
| The problem of government.—Organization of a school.—Illustration.—The school must be a unit; have an organic life.—Love for the pupils.—Respect for them.—Obtain their aid.—Employ their activities.—Inspire self-government.—Do not depend on force.—Obedience.—Associate it with pleasure; follow it with a reward.—Fix it by habit.—Performed as duty. | |
| V. THE TEACHER IN THE SCHOOL-ROOM. | 31 |
| Personal Power. — Self-government. — Self-confidence. — Knowledge of human nature.—Common Sense.—Power to influence.—System. — Popularity. — Incentives. — Giving of marks.—Diaries.—Reports.—Rolls of merit.—Defects.—A new plan. | |
| VI. REGULAR ATTENDANCE. | 51 |
| How to obtain it.—Morning exercises.—Inter-esting the pupils in them.—Museum, etc. | |
| VII. DISCIPLINE OR TRAINING, | 57 |
| How to discipline.—An incident.—Peevish-ness and rudeness.—Remedies.—Penalties.—Few rules. | |
| VIII. PENALTIES, | 66 |
| The penalty must be certain.—It must be a natural result.—Detentions.—Special penalti- ties.—Bodily chastisement. | |
| IX. THE TEACHER MUST INTEREST HIS PUPILS, | 71 |
| The common complaint.—An incident.—The teacher's manner. — The school-room.—The school exercises.—The order that prevails.—The interest which the pupils themselves have.—The instruction given. | |

CONTENTS.

| CHAPTER. | PAGE. |
|---|-------|
| <p>X. THE TEACHER MUST FULLY EMPLOY HIS PUPILS.</p> <p>Employment prevents disorder.—Classification necessary.—The studies of each class.—How to classify.</p> | 80 |
| <p>XI. THE TEACHER MUST CONDUCT HIS WORK SYSTEMATICALLY.</p> <p>The program.—Following it.—The opening exercises.—The recitations.—Use of signals.—An incident.—They economize time.—Practicing the signals.—Intervals; how to use them.—Recesses.</p> | 86 |
| <p>XII. MISCELLANEOUS SUGGESTIONS.</p> <p>Difficulties.—From the parents.—Mischievous pupils.—The preceding teacher.—Whispering.—Fighting and quarreling.—Sudden Perplexities.—Chronic difficulties.—Regular attendance.—Keeping up an interest.—Employ tact.—An incident.—Decision.—Be genuine.</p> | 94 |
| <p>XIII. SCHOOL AMUSEMENTS.</p> <p>Love of play.—Organization.—Geography Game.—Biography Game.—Quotations.—Spelling down.—Anecdotes, etc.—Conundrums, etc.—Riddles.—Funny sayings.—Photographs.—A museum.—Experiments.—Dialogues.—Charades.—Music.—Operettas.—Pupils teaching.</p> | 108 |
| <p>XIV. UNRULY PUPILS.</p> <p>Large boys.—Keeping still.—Change.—Do not be antagonistic.—Be friendly.—Give occupation.—Tact.</p> | 117 |

CHAPTER I.

INTRODUCTORY.

The school-room may be made delightful to both teacher and pupil. The teacher may go thither himself with pleasure day by day ; his pupils look forward with delight to meeting him there ; disorder, disobedience, confusion, bickering and evil passions do not enter ; the lessons are learned and recited with alacrity ; and the work is suspended at night, because the body demands rest, and not because of any distaste. The children make no complaint of the teacher when they return home ; the teacher harbors no ill feelings toward the children.

But the experience of the many is the reverse of this. The teacher, perhaps, enters upon his work in the morning with buoyancy and enthusiasm, but in a short time the disorder, idleness and the bad behavior of the pupils so perplex him, that he feels that his school-room is the most disagreeable place in the whole world ; he finds himself counting the days that will elapse before vacation somewhat like a prisoner in his cell. He begins to suspect that he has overrated the work of teaching and the responsive character of childhood ; and, possibly, he begins

to doubt somewhat his own abilities. He begins to look longingly at other employments of mankind, and, probably, soon leaves the school-room for ever. If he stays, it is because he must, and not because he loves the work.

It is frankly conceded that school management is difficult; it always has been and always will be. It consists in the skillful arrangement of the many details that arise out of personal relations. Now, as the greatest study of all is the study of mankind, or of our personal relations, it is clear that the adjustment of the teacher to his pupils, and of the pupils to each other, must demand the most thoughtful attention. Evasion will not answer. The expression is common, "I can teach well enough, but I cannot govern the pupils," or, "I like the teaching, but I hate the governing." It must be reflected by all such that if these two could be divorced as they suggest, their teaching, as they term it, would be of very little value. Divest teaching of the personal force element, and of the subtle influence of the teacher, and little is left.

Teaching requires a person; it is instruction presented by and through the personal power of another; the personal-power element is most important. Those who feel themselves lacking in the power of personal influence and control, should examine themselves with thoughtfulness and care; they should apply the same method of analysis they apply to a difficult problem in mathematics; they should ascertain the qualities one possesses who is

an efficient manager and determine to acquire them; should discover his principles and methods and determine to employ them. For these the book is written. The author knows there are very many who are conscious that their school-room falls far short of the ideal before them, and who desire above all things else to attain to the highest excellence in their work, and for these he has written it.

The volume is intended to be serviceable to the practical teacher; the plans suggested are the results of a long and varied experience by the writer in the school-room. He looks back over many years spent with his scholars, and confesses that he has been very happy as a teacher, and believes that he has been very successful also. He has found in his own practice that the usual evils of disorder, disobedience, idleness, dislike of study, of the teacher, and of school duties can, by good generalship, be rendered inoperative, if not wholly exterminated; and in their places quietness, courtesy, industry, love of knowledge, and a proud desire to excel made to grow and to flourish.

But good government does more than this. It is like the sunshine; it develops manhood and womanhood in the pupils. If it is really good government, it teaches self-government. Under its sway the best of self expands and ripens. The power to govern is the power to do good.

I remember, when a boy, seeing in a field in a neighboring farm, after the sod was turned and sowed with oats, a crop of wild mustard or "char-

lock," as it was popularly called, spring into sudden and luxuriant life. "Whence had come the seed?" was asked on all sides, for more than forty years had elapsed since the sod had been disturbed. "Poor farming," was the reply. The germs of weeds lie in the soil, and will spring up if good soil and culture do not occupy the place with nobler growths. In like manner, many of the evils that haunt the school-room are the results of defective management; under one administration they grow rank; under another they are supplanted by the mild and peaceful virtues. One teacher evokes the latent evil in the child; another encourages the growth of the higher and better nature. Much of the treatment young people receive at home and at school tends to render them rebellious, because it keeps awake feelings that should slumber as much as possible. This is the standpoint for the teacher. Good management does more than prevent annoyance, confusion, or open conflict; it does more than secure good lessons, as much as these are to be desired. It contributes to the real *growth* of the child.

Good government has for its object the fit condition in which human beings should live and act. As self-government consists in restraining our evil propensities, and rousing and employing our higher nature, so school government does more than prevent disorder; it shapes the growing faculties of the child (we are not now speaking of his studies), and fits him to act with and on his fellows. The pupil enters a larger society when he enters a school; a

society that has its laws; that has its rights; that can confer great benefits. The plan to be adopted must develop the powers of the pupil, so that he becomes a self-governing being. The usual defect is, that the teacher stops far short of this, and acts solely as a policeman. Thus, many are content to secure outward order, which it must ever be remembered is but a sign of government.

School government should make the pupils governable. It is frequently the first time that a pupil understands that he is of any consequence in the world, when, in the miniature congress of the district, he is consulted as to the welfare of the school. He begins to arouse to a sense of his responsibility; he becomes enlightened as to the effect of wrongdoing; he learns that he must "think of himself last," and not forever first of all; he discovers that there is such a thing as law in the social relation of persons. This great field of knowledge is wholly untouched in the text-books he peruses. What he learns must be direct from the teacher. And this knowledge will remain long after he has forgotten his text-book knowledge. It may therefore be inferred that the teacher should give to school government a careful and prolonged study.

CHAPTER II.

VISIT TO A WELL-MANAGED SCHOOL.

I do not wish to treat this subject in an abstract way. For my sole purpose is to render the volume interesting and serviceable to the teacher who desires practical aid. I shall therefore pursue the objective method, and ask the teacher to examine a well-managed school with me, in the same way I would ask a class to examine an object whose properties I wished them to understand. In this way the mutual relations of the teacher and pupil will be seen. Let it be understood at the outset that the mere condition of formal order is not remarkable. Many a teacher has been able to have it so still "that you could hear a pin drop;" and yet had a very poor school for all that. We are interested in something of a higher order. In dealing with humanity we deal with forces. If there is true order, it is not because the forces of the pupil are annihilated, but because they are properly directed; of his own free will he must forego his own pleasure to minister to the general good.

Several years ago, I visited a country school whose teacher had been a pupil of the ever-to-be-re-

vered David P. Page. I shall not undertake, of course, to portray the spirit that actuated the teacher, or the scholars, for that would be impossible; the atmosphere is unseen in all pictures.

The house was plainly built, but the exterior was not unpleasant. My knock at the door did not disturb the school; it was answered by a pupil who led me to a chair. The teacher was busy with a class; a dozen children stood around him as he gave out words from the reading lesson to be spelled, then to be constructed into sentences, etc. That both pupils and teacher were happy was plain enough. I did not disturb them; they had occupations that attracted them, apparently, more than the visitor.

I glanced around the room. The forty or fifty pupils were of all ages; the room was scrupulously clean and pleasant; the white-washed walls had a few bright pictures on them; the teacher's table stood near the center, and around it on four sides were the benches of the primary class. The teacher had light shoes on his feet, and moved around with quietness and ease.

At the close of the lesson, which was carried on in a brisk and pleasing manner, the teacher came and gave me a hearty welcome, and then went on with his duties. Teaching, singing, brief remarks to inspire and encourage, followed in rapid succession. It was an intensely busy scene; no one was idle. The pupils seemed to know just what lesson came next, and appeared to take a deep interest—

they seemed anxious that every thing should be done right as though personally concerned.

When the hour for recess had arrived, certain signals were given, and the pupils left the room in an orderly manner. I remarked that I had noticed that any pupil who wished to speak to another did so; the pupils got up and left the room without permission, and returned promptly and quietly.

"Yes," said the teacher to my inquiry, "I say nothing about whispering, unless a pupil disturbs the rest or me; when he cannot be trusted with his freedom I take it away; he soon asks to have it restored. As to going out—that is on the same basis. They go out when they wish, except when reciting."

"But does not a pupil go out and stay out a long time, or go too frequently?"

"At first we had difficulty, and do now with a new pupil, but he soon learns. They lose a privilege if they abuse it. Besides they like to be in here."

Just at this moment two of the pupils came hurriedly in with one of the little girls who had been hurt. The teacher manifested the utmost concern. The child was taken on his lap, her hand examined and bound up with a piece of cloth taken from his desk, and her tears wiped away; soon she ran out to play again. The teacher followed, saying it was his rule to be on the playground as well as in the school-room. I noticed there was a rush made by the younger children (to whom he particularly devoted

himself), when he came; soon he was in the center of a ring (blind-folded) of merry little folks, guessing at the ones who touched him.

The bell to terminate the recess was rung by a pupil, and soon all were in their seats again. I noticed what was uncommon in those days in a district school—a tin wash-basin and a towel; they were arranged so that those who had soiled their hands could wash them. I also noticed the care with which the mat at the door was used. From my inspection I was led to believe that the teaching was on all sides of these young beings; that they felt their teacher was very much interested in each of them, and the whole of them, and wanted to see them as perfect as possible; and that he had aroused in them a sense of their own responsibility in the matter of having a good school; they acted as well-bred children do in a cultivated family.

Assembled in the school-room again, the first exercise was in music; the teacher sang an easy strain, of perhaps, three or four words; he repeated it, and then asked some pupil to imitate it. To my surprise several hands were raised, and without embarrassment one after another sang it; some were commended as being right, others as having good voices, and it was sung again and again; soon all the school had it learned. This was succeeded by other lessons, all showing pleasure and animation on the part of the pupils. I do not remember any thing that indicated that the pupil did not enjoy the exercise; all received more or less commendation; more

was bestowed on the original, on the ones needing encouragement, on the timid and backward. The questions asked by the pupils were equal to those asked by the teacher.

When the time for dismissal came, it was delightful to see the affectionate "good night" given by each one as he went out—the little child whose hand had been bound up coming back for a kiss. A few tarried to visit, plainly not having had enough of his society during the day. One wanted him to go and take a walk (a common practice I learned), another that he should take tea at her mother's house, etc.

The teacher here was not an extraordinary man in any way; very plain by nature, yet, through the human heart in him, and the constant exercise of Christian graces, he had a very pleasing countenance. Sincerity and kindness were apparent in all he said and did.

"I used to teach," he said, "in the old plan until I heard Mr. Page. I had felt there was a new and better way, but did not know how to reach it. I had been brought up to believe that children at school, no matter what they were elsewhere, were necessarily bad, and I was much taken aback once when I asked a little boy, 'What makes you so bad?' to hear him reply, 'No one thinks I'm bad but you?' Again, there is nothing intrinsically wrong in a child's whispering; we would do worse, I think, ourselves."

"What then is your method?" I asked.

"I try and render the school-room as pleasant as I can; I try to be as happy as I can; I try to make others as happy as I can; I try to bring out the best qualities of every child; I try not to discover he has any bad qualities; I give a child all the freedom possible; I have as few rules as possible; I feel interested in every child; I know the personal histories of my children. There is one child that told me it had a white rat. I said, 'I will come and see it.' I went to see the rat, and the rat," he added laughingly, "has been here several times to see me. If you pay attention to any one you know you will make an impression. Now, I pay attention to my pupils and they know it. And then, I try to interest them in the work they do; they study intensely and their progress delights them. I strive to impart my enthusiasm to them."

It is many years since I visited that school, yet the impression then made has never been effaced.

The lessons to be learned are very numerous. One must be sure and look at teaching in a large way; not as a petty trade or a little art to be learned. The teacher must bring the children up to himself; he must not put a great distance between them and him. Jesus, the Great Teacher, took little children in His arms, an example for every teacher. A speaker once remarked, "I find it hard to get *down* to the children." Another more accurately remarked, "The difficulty I have is in getting *up* to them."

The basis, of course, is *love for the work*; there must also be a confidence in one's personal power and in one's personal fitness; and there must be a knowledge of the motives by which human beings are actuated—especially the motives that move childhood; and there must be tact in employing the means which will reach those motives. Of course, the question will come before the teacher's mind, "Am I fitted after this manner?" Say what we will, some cannot *teach*, not from want of knowledge of the subjects to be taught, but because they have no living sympathy with children. The one that loves to see a child a happier, stronger, wiser, and a more radiant being, can teach, or at least, can learn to teach; one that is impatient with children, prefers the society of older persons, cannot tell a thing twice, dislikes the plain and poorly dressed ones, is glad to see the pupils go, and sorry to see them come, may well doubt whether he will make a teacher.

The object of this volume is, to suggest to one who has a living sympathy with children, the means by which school-room work can be made most effective; to explain how the relations of pupil with pupil may be so adjusted that the mental powers may be developed and trained, and instruction imparted. It is not to mark out a routine or set a method and say, "Do thus and thus and you will have a good school." Next to having wholly inexperienced teachers, the thing to be most of all lamented, is that routinism has attained such a sway in our schools;

to hear a recitation according to a certain "method" is supposed to be teaching! The suggestions I propose will have reference more to the *teacher* than to the *pupil*. They will direct his attention to himself first, and to the pupils last.

If we critically examine the school above referred to in order to discover the leading characteristics or principles on which it was conducted, we shall come to the conclusion that in a well-managed school

1. The teacher must love his work.
2. That he must understand and sympathize with the motives which govern humanity—especially children.
3. That the whole scope of his intercourse with his pupils must be to secure their co-operation and thus develop self-government.
4. That he must plan to interest his pupils.
5. That he must give them constant employment.
6. That he must conduct his work with the utmost system.

The following chapters will deal with these points successively.

CHAPTER III

LOVE FOR THE WORK.

The teacher must enter upon his work with a genuine love for it. He might do a mechanical work while his heart was far away, but as he is dealing with humanity he must carry his heart in his eyes, his lips, his voice and his hands. His pupils will know, without a word being said directly upon the subject, whether their teacher really loves to be with them and loves to teach them. If the teacher does not rejoice at evidences of progress, sympathize with every effort made to improve, feel, like a good parent, solicitous that every child shall grow towards perfection; he will be both unable to induce in his pupils that state of mind in which they can derive the most benefits from his instruction, and he will be himself unable to employ that mode of teaching which love in the heart readily suggests. The arguments, illustrations and parables used by the Savior will illustrate this point most clearly. He, it is plain, taught like one that loved his hearers.

The teacher must not forget that he is a gardener in a plantation of *spirits*; he deals with growing

spiritual powers, shapes them, imbues them with the prevalent ideas of the age and fits them for this world, and somewhat for the next stage of existence. Hence, there is no field of work equal to his, if we take into consideration the value of the material on which he works, and its susceptibility to improvement. It is true that the teacher is undervalued, and his work belittled, but it is because the age is so intensely utilitarian. The real forces that uphold our civilization and give it color are found in the school-room. And, besides, it must be reflected that much of the popular contempt for the teacher's work has arisen from the absurd methods pursued under the plea of government. Children have been beaten, tied up by the thumbs, made to sit under tables, wear sticks on their noses, hold heavy books on their outstretched hands—all to induce them to advance in an orderly manner in the road to knowledge! It is no wonder that the public have lost faith in a work that employed such means.

A proper method of government will greatly promote in the teacher a love for teaching. Those who dislike teaching will find it is mainly because of their defective management. So that love for the work and good management are intimately connected; each aids in producing the other. The teacher finds it easy to love a well-managed school; and a school is predisposed to yield to the requests of the teacher, if it feels that he loves and respects it.

CHAPTER IV.

THE PRINCIPLES WHICH UNDERLIE SCHOOL MANAGEMENT.

When the teacher enters the school-room for the first time he is in a new sphere. His relations have been hitherto with individuals; they are now with a mass of individuals. It is this fact that creates the difficulty. He must now solve the problem on a small scale that has cost the world so much. It is this: How to secure concerted action and personal freedom. This is what the nations have aimed at since the foundation of the world. And it will be instructive to look at Spain and England; one secures concerted action only by destroying the freedom of its inhabitants; the other by exalting it. In just the same way schools vary.

The fifty pupils the teacher has the first day is a mob. What it needs is organization. This may be a mechanical, or living organization, or both, with a predominance of the former, or latter element. In some way a consolidation must be effected so that there shall be common feelings, hopes and desires. Let me illustrate this point. The teacher has at

tended a "Teacher's Institute" for a week, under one manager, and gone away indifferent, and yet the instruction itself may have been good. The next year he attends again. There is another conductor. In an hour's time the whole body of teachers are interested in that conductor, in their work, and in each other. When the week is closed there are many tears shed at separation from those who were strangers but a few days before. It is plain that one reached the "inner life" of each, of which Pestalozzi has so much to say, and consolidated it, and organized it, and thus was able to produce large effects. The other reached scarcely beyond the intellectual nature.

The teacher must look at his school as a unit; he must feel towards it as a unit; he must act as if it were one great, multifarious thing endowed with hope, love, ambition, power of thought, and power to grow.

Suppose there are fifty pupils and that the teacher speaks to each singly, teaches each singly; under these conditions it is not a school—as yet. Suppose he classifies the pupils and teaches them in classes and brings influences to bear upon them collectively. It is now a school as far as the mechanical construction is concerned. But it is capable of a life of its own, and now, suppose he ministers to the intellectual, mental and physical life of this group; they may be drawn towards him, and towards each of its elements and, towards the work transacted, so that the

scholars may be led to prefer the school-house to their own homes.

The task for the teacher then is to ORGANIZE his school in the higher as well as the lower senses of the word. He would have clear views, perhaps, if it was one child he had to deal with, but he must reflect that all possess the characteristics of each. The *organic life* of the school must be daily nurtured; and it will acquire strength and power. It obtains its chief aliment from the life of the teacher.

This makes it a question of the possession on his part of power to operate on a number at one time. The life of the school may exist either in a low form, in which case the scholars are like pebbles in a dish, or in a high one in which they feel as one—loving school work and school associations intensely. It is very important, then, that the teacher has a correct ideal; next he must impart his own enthusiasm, throw himself with all his might into his work, and like an orator melt the elements together so that they think and feel alike. To unify the school it must be treated as a unit; it must be made to act together. There are (1) the daily routine of assembling, etc. (2) concerted exercises, as—singing, gymnastics, (4) special undertakings, as exhibitions, etc., (3) the personal force in the voice of the teacher, in the talks, narratives and new thoughts, generally, that he presents. These employed with tact produce those traits that mark those possessing common ideas. A school must be looked at largely; it must be treated in accordance with the *same gen-*

SANTA CLARA COUNTY
TEACHERS' LIBRARY
PRINCIPLES.

19

No. _____

eral principles employed in the treatment of an individual. The teacher wishes the good will, the hearty co-operation, and the prompt obedience of the pupils. How shall he gain them? He must act towards the school as he would towards an individual whose favor he desired.

1. *Love your pupils.* Love is the golden key that unlocks all hearts, and a teacher who does not have a loving spirit cannot teach well. Love begets love. A teacher need not openly proclaim his love; it will be apparent in his actions. The tone of voice when he greets them in the morning will show it; his countenance will show it, as he looks at their work.

The pupil comes to be educated and this means his mental and moral growth. It is very important that the teacher gets the right aspect of the case at the outset. If he has been told that disorder and disobedience have held sway, he is very apt to enter the room with suspicion and to act unfairly. He should strive to remember that he is *in loco parentis* and to feel like a just and kind parent. Love begets love; we love those that love us.

2. *Respect your pupils.* Emerson says the aristocracy of Great Britain have ruled that empire solely by the magic of good manners. Never let a poorly dressed child feel that you know her poverty or let it prevent you from treating her as well as if she were dressed like a queen. It is a maxim that rulers observe, "The higher the position the more the courtesy." It has been remarked that the strictest military officers are very courteous. And a little

thought will explain the reason. It takes off the edge of a command to express it courteously; it admits the other to be your equal. "Please be seated" will obtain more prompt compliance than a curt "Sit down."

3. *Depend on your pupils for aid.* You must rapidly gather around you the leaders of the school-room as Napoleon gathered his marshals, and as the President does his cabinet. You can accomplish much through your best scholars. You can raise through them a strong public opinion; if you can form a strong public opinion in your school-room you will have little difficulty in managing it. It is very gratifying to a pupil to feel that he can help you; it affects him as it does his father to be elected to office. Through these leading scholars you diffuse yourself. Where they are, you are; if you have imparted your views to them they will report them to the rest.

A teacher had a difficult school. He knew that very turbulent boys belonging to a manufactory were soon to come. He quickly got his school into good order, appointed one to attend to one duty, and one to another, and drilled them to perform these aright. After school he met his monitors and heard their suggestions. When the "glass-house boys" arrived they found an organized, well-officered community in possession, and it required more courage than they possessed to defy the teacher and the public opinion of the school also.

4. *Cultivate unselfish activity.* Inspire every one to feel that he has come to do some good act. Let every one feel that on him rests a responsibility to build up the usefulness of the school. Pupils can readily learn that the reputation of the school depends on what the best and brightest are daily doing in it. They will strive with you to prevent unkindness, impropriety, selfishness, and barbarism on the playground, and in the school-room. And when they do this without your suggestion, a great height has been reached. A teacher one day called a lad to him and said, "I would not whisper if I were you, your seat-mate will get the habit and it will destroy his scholarship and standing; for his sake cease to do it." It appealed to a powerful motive and he struggled not to whisper; he labored with a higher and nobler object in view than ever before.

The moral life of the school can be nourished and made to grow. The force-system does not effect it and here is its weakness. Through appropriate narratives, the pupils will admire heroism, self-denial, self-culture, courteousness, etc. A teacher must aim at more than mere silence.

5. *Inspire self-government.* If the teacher nurtures the real life of the school the scholars will learn to govern themselves. If they feel a love and respect for the teacher, each, other and themselves they will feel an interest in the welfare of the school. Illustration: In a certain school a few of the younger pupils were out at play; an older one, who was with-

in, saw through the window a large dog approaching, and without being requested went out and drove him away. The motive that prompted him was derived from his interest in the school. Such an act should be commended. There is no reason why pupils should cut the benches and injure the building, except the neglect of the teachers to inspire them with natural pride in the good appearance of the school property.

Many a teacher has done every thing but make a community of his scholars. He must throw the responsibility on them—yet none the less bear it himself. For instance, one teacher thought it best to have “Public Exercises” once a month, and directed his pupils to get recitations, etc., ready. He met with so much trouble that he gave it up. Another said: “Scholars, what to you think of the idea of having a part of the day taken once a month and inviting in your parents. I will aid you, and I think we could get the people to turn out. I saw a gentleman this morning who said he would like to come. I will appoint a committee to report upon the matter.”

An adroit teacher would not leave the matter to take care of itself. He would tell the pupils individually, what a good thing it would be and what could be done; if his heart was set on it, he would wait until the committee could report favorably. At the proper time he would ask the committee for their report. On its being given he would say:—“As you think it best to undertake this I will give you

my assistance, but you must remember it is your enterprise and try to make it successful. As you are to manage it why not call it "Scholar's Day?" Some will manage one way and some another, but every skillful teacher will develop the personal freedom of his pupils, throw work on them, devise work for them, consult them about his plans, and arouse an interest in each concerning the common good. This cannot be done by talking. They must *do* it. A teacher who says, "One of the pupils informs me that he thinks some of the boys are very careless with their books while carrying them," or "One of the girls proposes that we have some house-plants in the windows," brings the matter very differently before the school from another who simply directs the boys to be more careful with their books, and that all may bring house plants to put in the windows.

6. *Do not rely on force.* The rod was once the remedy for all difficulties; idleness, tardiness, whispering, marking on the slate, dropping of books, or shuffling of feet—all were followed with blows. But the reign of force in the school-room is over. In the city of New York and in many other cities, corporal punishment is forbidden in the schools. Under the force system, the teacher considered only himself; under what may be termed the good management system, the teacher has been obliged to think of the pupil. The result has been that it has developed a power to govern that has been lying dormant.

While the main principles that underlie successful management are briefly stated above, there will be many who confound obedience and government.

A teacher employed as an assistant, on her first day's experience was met by a refusal when she told a little boy not to look out of the window. She had been told that if she was not instantly obeyed her influence was gone. She had issued her command; it was disregarded, not followed by obedience, and she was in a great perplexity. Now, this may seem to be a very simple case to a person of skill and experience, but there are those who feel that nothing could be done until that child had been made to obey. If a teacher is disobeyed, it shows her influence to be weak; she must strengthen it. Hence a brief discussion of what is properly meant by obedience will be in place.

Obedience.—Where good government is maintained it is noticed that obedience exists, and hence the teacher inquires how obedience can be readily and certainly obtained. It is generally supposed that to yield one's will to another must ever be repugnant; but this is a narrow way of looking at the matter. A more careful examination will show that our highest pleasures spring out of obedience; it is a law of the universe that one object shall control another object, one person another person. In fact, it is the mode generally by which obedience is obtained, and not the obedience itself that gives offence and causes resistance. The subject is one that should receive a careful examination and study; the

teacher will need to investigate the principles upon which one being influences another and secures obedience. He will look around him and learn lessons that will serve him in the school-room.

Let us watch one who trains an intelligent horse. We shall observe that he does not frighten the animal. He communicates his wishes in an earnest decisive tone, which the animal recognizes. If he understands what is wanted of him, and believes he can do it, he makes the effort. When he does this he is promptly encouraged ; and so wonderful feats are performed at last. A tone, a look, a snap of the whip and he does his best intelligently, and sometimes under peculiar difficulties. Yet mark how much stronger the horse is than the man ! He has secured an obedience which he depends on with the utmost certainty ; and the horse does not try to escape from the man, for his relation gives him pleasure.

Again, there is no better place to study the subject than on the play-ground. One pupil becomes the leader, and yet it is not because of his superior strength that the rest cheerfully yield the headship to him. They recognize instinctively that he possesses the qualities of a leader, director or governor. Let there be perplexity in a collection of people, as on ship-board, and if the captain lacks the decisive qualities needed in the emergency, the rest will choose a leader and beg him to take command of them. These considerations lead us to conclude that ;

1. *The one who asks for obedience should possess confidence in himself.* We believe in those who believe in themselves. A self-possessed manner, a tone that indicates mental decision, and a look that shows steadiness of purpose have an influence that others yield to.

2. *Obedience should be associated with pleasure as much as possible and as often as possible.* The mother always rewards her child for doing as she wishes;—she smiles her delight when it obeys, and thus teaches it a great lesson. The teacher should daily copy this example. Suppose the door is open,

“John, I will thank you to close the door.”

John obeys, and the thoughtful teacher will show that he appreciates the act. If he shuts it quietly the teacher will notice that;—

“I thank you for doing it so nicely.”

The words, or even a look of appreciation, will not only repay John for his effort, but will make every other child desirous of helping, or obeying as it really becomes. Many teachers overlook the small steps by which obedience is gained. They fail to see that the method by which the performance of acts not disagreeable is secured is the same for those that are repulsive.

To the desire to please the teacher, may be added the desire to please the parent. What will be the result on the home, of a given line of conduct, is a question that will powerfully affect nearly every child.

3. Obedience should be followed by a reward.

This is in consonance with the highest laws of the universe. It is necessary to fix in the mind of the pupil the fact that obedience is best. The reward may be the pleasure produced, as just shown, or it may be an honor, or it may be a gift. Rewards may be infinitely graded. It is a reward to say, "John, as you have taken the most pains to sit still, you may go first, James next, etc." It is a reward to give him a higher mark than the rest, or to allow him to wear a badge, etc.

4. Obedience may be obtained as the result of a habit. What is really objectionable may by steady persistence become even desirable. Children are creatures of habit. They can become accustomed to sit quietly, rise together, walk orderly, speak respectfully; and the reverse is equally true. The effort should be to do something day by day to form habits of obedience; in time they will become powerful. The habit of obeying can be learned as well as the habit of chewing tobacco.

5. Obedience can be secured by the example of the rest. The effect of the public opinion of the school-room is very great, and this the skillful teacher always arrays on his side. This power is, perhaps, never correctly estimated; it is an immense engine in the hands of the teacher and oftentimes it is used to produce baleful results. If the current opinion of the school-room is in favor of good order it will be almost impossible to be disobedient. Hence the

teacher should attend carefully to the moral atmosphere breathed by his pupils.

6. *Obedience should be intelligibly explained to the pupils as meaning nothing degrading*; on the contrary, that the obedient are the wise and happy people of the earth. Illustration: A very effective statement of the case was made by the principal of a school to a room-full of restless young men. He said: "A building costing several millions of dollars was to be erected by the government; when finished it was to be occupied by more than two thousand clerks and workmen. Hence it was important that it should be made perfectly safe. The laws of architecture were carefully obeyed, the walls were erected in obedience to the command of the plumb-line; the law governing arches and pillars was ascertained and followed—so in regard to the strength of iron, brick, mortar and stone, and thus the building was complete, no workman thinking it beneath him to obey a law. There is nothing degrading about obedience."

7. *Obedience should be placed as a duty before the pupil.* That a man is to do his duty in whatever place should be stated to be the high end of living at all. "England expects every man to do his duty," was all that Lord Nelson had to say before Trafalgar.

The more confidence there is reposed in the teacher the easier will it be to obtain obedience. There are those who think a pupil should obey no matter what the command, reasonable or unreason-

able, pleasant or disagreeable. But legal opinions have shown that there is a limit to the teacher's authority. He can command the performance of things that conduce to the education of the pupil. The school is founded for the good of the pupil; school government exists for his good—that is its limitation. Every regulation should aid the pupil to advance in knowledge and virtue, promote harmonious companionship, preserve the school property, and develop respect for order and authority. It is of the highest importance that the teacher should realize that while he is invested with legislative and executive functions, yet the judicial power lies outside, in public opinion. To have that upon his side he must only make laws that will be seen to be for the good of his pupils. There must be a feeling of confidence in the minds of his pupils, that the rules are established for their benefit, and that the teacher is just towards them. This is a very important consideration.

The pupils must be considered in forming every regulation. Except by very young pupils the regulations will be considered and debated, and condemned, or approved; and the teacher will share in the condemnation or approval. Nor is this wrong, although arbitrary teachers may think so. I believe the pupils should be consulted, advised with, and taken into the confidence of the teacher. This is antagonistic with the system of force, which was formerly the only method relied upon by teachers. The changes that have been effected

have been in spite of the teacher, in fact, they have been caused by the abuses of the force system. The school-room has been the place of misery, pain, and sometimes of torture ; when it should have been one of delight.

CHAPTER V.

THE TEACHER IN THE SCHOOL-ROOM.

The one who seeks to influence others must first put himself in the proper state. How diligently a man who is to speak on the stage prepares himself! He will obtain special instruction for the purpose. In the same way it must be with the teacher.

Self Government, or Self Discipline.—The one who would govern others must be able to exhibit self government in his own person. The teacher who steps heavily, shuts the doors and desks noisily or speaks with a loud and harsh voice will have a noisy school. And so the teacher who has not learned to control his temper even when tired and ill, cannot control others. Suppose a pupil does something that seems to be impertinent or saucy, let not the teacher dare to lose his self-control. In seasons of peril and perplexity on shipboard, it is the coolness and self-control of the captain that saves the ship. And so the moral force of the teacher is magnified a thousand times by his perfect self-control under exciting circumstances.

Again, the teacher must control his preferences. He naturally will love those who love him, but to do so will destroy his power of government ; for it charges him with partiality. The skillful teacher brings forward those who may be termed his opponents and employs them.

Again, the teacher must have confidence in himself. He must be sure his feet are on solid ground—that he really desires the highest good of his pupils, and that he knows how to lead them upward and onward—and then he must confide strongly and implicitly in himself. Right here it should be added that he should confide in his Creator, who will be sure to assist him in the high trust he has undertaken, if he ask for aid—and this he assuredly should do.

Knowledge of Human Nature.—The lack of a knowledge of human nature and pedantry are two great obstacles that greatly hinder the teacher. They stand in the way like mountains. Few teachers possess social power; they cannot talk with pupils or parents on any subject except some school study. But as it devolves so much upon them *to lead*, they must learn to interest every individual by drawing him out on topics that he knows more about than they. It is a painful fact that the teacher overvalues his technical knowledge. That he can spell most words in common use, he deems a wonderful attainment—but it is not. Illustration. A teacher received a note from a parent in which were some misspelled words. He took occasion to

hold up the note and call on some of the younger pupils to spell them, and to remark on the importance of education; but the parent's knowledge of steamboats would have vastly outweighed the teacher's little store. The teacher deals so much with those who know so little that he overvalues his own attainments and becomes unconsciously disagreeable in society.

Common Sense and Tact.—The teacher above all men should possess common sense, yet a vast number who can succeed in nothing else make a final resort to the school-room, as though it required no robustness of intellect, no shaping of means to ends. And he, too, must possess unusual tact, which is the arrangement and employment of all his abilities in accordance with his knowledge of the work to be done. On these two pillars he must perpetually lean. No rules, no maxims will serve in an emergency like the ordering of a sound judgment. There are new cases continually rising in the friction of the school-room, and they must come before the tribunal of common-sense for immediate adjudication.

Power of Influence. Some never seem to be able to influence others in the slightest degree, and they cannot teach. The power to turn other minds, to influence, to govern, exists in degrees in all persons, and is capable of development. The teacher should constantly exercise it in order to improve it. Determine that you *will* influence another favorably; in the company of any child seek to interest that child; have something interesting to say to it.

You will soon rise from managing individuals to managing a collection of individuals or a school.

Hence the power of *moral* control will be seen to be closely connected with the power to *teach*; under the *force* system, the teaching power was frequently at a low point; in later years it is the important element. To teach readily, quickly, naturally, and attractively, is a power every teacher should strive to possess and to enlarge. It should be made a subject of constant study; and the teacher should steadily and critically watch his class to see if he is effective; if not, let him charge the fault upon himself and not upon his pupils. The elements of this power consists in securing attention, in a clear analysis of the subject, and in facility of expression and illustration. This is not the place to expand these thoughts; that will be done elsewhere.

System.—Supposing the teacher to be personally qualified to manage a school; there remains still an acquaintance with suitable methods to direct the powers of the pupil, both intellectual, moral and physical, so that the result of his intercourse with him shall be *educative*. Hence, the need of system. No matter how well qualified a teacher is by nature and by study, the employment of fixed methods is necessary to train the pupil to habits of industry and investigation. The pupils must be placed in groups and these arranged to recite according to a fixed program. The want of system wrecks many a school. Men who are graduates of colleges and seemingly fitted as teachers, as far as the possession

of knowledge and the desire to do good are concerned, fail, because they neglect to arrange the work in a methodical order.

Popularity.—Those who have been most successful in the school-room, are always solicitous to carry the public opinion of the school-room with them. How this is to be secured, must be left for the tact of the teacher to discover. Some put matters to vote, some have a committee of leading scholars, others depend on their own address in stating the case, and influencing the pupils. Whatever way is selected, one impression must be left on the pupil's mind—he must feel that the teacher relies on his co-operation and aid, in performing his work. I believe the best work is done when the pupils feel that the honor and good name of the school is due to *them*. I recall an instance where a gentleman, at public exercises, asked the teacher to explain how the excellent order and scholarship has been obtained; the reply was, that it arose from the unselfish devotion of the pupils to the interests of the school, that the school was good because it had good scholars in it. That was made a proud moment for those pupils; suppose however, the teacher had appropriated the honor!

Let the the teacher remember, then, that the material of a good school is in his *scholars*; and that he cannot succeed without their consent. By appropriate influences the teacher may induce his pupils "to go through fire and water" for him. The severity of the ordinances is not what causes re-

bellion, it is the unpopularity of the teacher. The most exacting teachers have no difficulty when they retain the approval of their pupils. But if pupils feel the rule is made from pure love of authority, there will be trouble. The teacher should determine solely to seek the welfare of his pupils. If he rules with this in his mind, if he convinces his pupils that what is required is a benefit to them and none to him, he has put them in a proper frame of mind, at least.

Incentives.—Nearly all educational institutions from the plain district school to the university, use incentives to promote zeal in study, or efforts to maintain order. Some use incentives as a matter of course, as Harvard College, for example, not expecting they will produce great results, but as a part of the machinery by which the work is carried on; others employ them in a sporadic way—this month it is one thing, the next it is another. Without stopping here to discuss the relative position of the various incentives, that some are moral, some intellectual, some selfish—that some appeal to the highest and best faculties of our nature and some to the lowest, that some stimulate pride and vain-glory and a few only reach the desire for real self-improvement, I shall endeavor to look at the matter from a practical stand-point.

The teacher finds himself surrounded by a company of young people who have little zeal and earnestness; perhaps they have never been trained to study and have no pleasure in acquiring knowl-

edge; the school-room may be irksome to them, or there may be serious opposition to the school from without; at all events he feels that he must infuse life and earnestness into his school, and so he is brought to consider the question of Incentives. There are two that have come down to us from the past and are extensively used to-day.—“Going Up,” is a well-known incentive; the pupils take places in a class to indicate their scholarship. This has been employed in spelling classes and has created great enthusiasm and effort; to “get to the head” has induced many a scholar to study long and tiresome lists of words. It has been employed in reading classes also, and it has been tried in mental arithmetic with as good results as in either spelling or reading. At the end of a week, the head-pupil goes to the foot of the class so as to give others a chance to get to the coveted place. A good deal can be made of this simple plan; a record can be kept of those who have been at the head, and by putting it up in a conspicuous place in the school-room the value of the position is greatly enhanced.

It does not need much experience to show the defects of this method. The “smart boy” or girl of a class, the one who learns easily, the one with a ready memory by nature, the one with a powerful ambition, is the one who will be the head-scholar; soon the backward, the careless, the timid, the slow learners, become discouraged and occupy the lower half of the class invariably. They may enjoy the contest which they see going on between a few

members of the class, but it is as spectators, not as participants. Hence, the system has been laid aside in the best schools.

The other method is that of "Marks." Some go so far as to put "bad marks" against a pupil's name, keep a "black list," etc. This is inexcusable on any ground. A teacher may keep a private record of the misdemeanors of a pupil for needful purposes, but that is another matter; we now refer to the *school-records*. One plan is to have a numerical standard for a good recitation, as 10, and give this also for good behavior, and promptness. Suppose a pupil has five studies, Reading, Spelling, Numbers, Writing, Geography; for each he will be marked ten in the book, if they are properly recited; for prompt attendance 10 more, for good conduct 10 more, or 70 for each day. Some teachers add 10 for erect position and carriage of body, and 10 for promptness in the afternoon, and 10 for some other study so as to make the basis 100, for each day. This makes easy computation; the standing for the week will then be 500; for a term of ten weeks it will be 5,000. The names of the pupils are placed on a large card, suitably framed, in a conspicuous place, and an entry made at the end of each week of the standing of each pupil. There will be an effort made to get high numbers on this roll and it will excite a good deal of effort; for things that all can do, such as prompt and regular attendance, good deportment, etc., are rewarded as well as scholarship. Sickness, etc., causes absence and great

SANTA CLARA COUNTY
TEACHERS' LIBRARY

THE TEACHER IN THE SCHOOL-ROOM. 39

No. _____

losses; to counteract any discouragement, it is proper to give a pupil his usual credit for behavior even when absent, also to let him "make up" his studies when he returns so that he will lose nothing but his attendance credit.

Another and better method reaches the home of the pupil. On Monday, at the close of school, the pupil presents to his parents a card on which his standing is placed for their inspection. The following is the general form used. It will be seen that it addresses the parents in an intelligent and practical way.

Weekly Report of the scholarship and deportment of _____ for the week ending _____

| | Mon. | Tues. | Wed. | Thurs. | Frid'y. |
|-------------------|------|-------|------|--------|---------|
| Spelling | 8 | | | | |
| Reading | 8 | | | | |
| Arithmetic | 9 | | | | |
| Geography | 10 | | | | |
| Grammar | 9 | | | | |
| Loss by Tardiness | 15 | | | | |
| Deportment | 10 | | | | |

Theoretical Standing ————— Real Standing —————

Loss this week —————

The parent will please examine this report and sign his or her name.

_____Teacher. _____Parent.

The "theoretical standing" is what would have been gained had the pupil attended every day and

received 10 in everything; the "real standing" is the sum of the figures he absolutely gets.

These cards or diaries should be enclosed in an envelope and pains taken to keep them clean; if cards are used, when returned by the pupil, they should be filed away neatly in the teacher's desk, to be given to the pupil at the end of the term. A large envelope inscribed with the pupil's name is a suitable receptacle; it should be shown by the teacher that he values them.

There are no objections to the use of weekly reports except the labor that is required in making them out. This may be reduced to a minimum by keeping the pupil's entire record in one place, and in the order in which it occurs on the card. Thus:

| | Monday. | | | | | | | |
|--------------|---------|---|---|----|---|----|----|--|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | |
| John Smith | 8 | 8 | 9 | 10 | 9 | 15 | 10 | |
| Henry Jones. | | | | | | | | |

Here the upper row of figures indicate a certain study, as 1 for Spelling, 2 for Reading, 3 for Arithmetic, 4 for Geography the order being the same as that on the "Report Card." This will require a new page each week, but the book used has the advantage of being small enough to be put into the pocket, and the names can be written on a slip of paper and pinned to each page as it is used. (Of course a general register of attendance will also be kept, to be the property of the school officers.) This record

will facilitate the making out of the weekly reports, and beside being always with the teacher he can at any time, if calling upon a parent, show the real condition of a pupil.

The reports can be purchased very cheaply either separately or bound in little books. Pupils will readily buy them if they understand the real object in view. The parents will co-operate with this common sense method of recording the progress of their children.

There are many advantages of this method not possessed by any other, and these are, (1) They aid in inciting to earnest study, for there is a figure opposite each study to tell a silent and lasting story. (2) They aid to secure regular attendance, for the blank space has an ominous look—nothing done during the entire day. (3) They prevent tardiness, for the amount of time lost is stated. (4) They secure good behavior, for this has its marks as well as the studies. (5) They prevent false reports of progress that are often carried home by pupils, and they prevent the pupil from misrepresenting the parents also. For example, the pupil is late, losing fifteen minutes; he *says* he was sent on an errand by his parents; when the report reaches his parents they see the fifteen minutes lost and inquire the reason. So that (5) they secure the co-operation of the parents who are not pleased to find their children have a low standing.

Additional incentives are Rolls of Merit and of Honor. If a pupil attends one week, is punctual,

has good deportment and good lessons, he is of course marked 10 in everything; on Saturday a roll is made out that contains the names of all such, and these are read on Monday morning to the scholars, and the roll has a conspicuous position. At the end of another week the same course is pursued, and so on until a month has passed. Those who have been on the "Merit Roll" for four weeks are then placed on the "Honor Roll." As this occurs but few times in the course of the year, the teacher may invite the school officers and others to be present while the names are read. He can have such other exercises as he may deem proper for the occasion, as singing, recitations and addresses. Some teachers go a step farther. They keep a handsomely bound volume upon the desk, or upon the shelf, or in a pretty glass case, and when a pupil has been twice or more times on the "Honor Roll," the fact is entered in the "Book of Distinguished Pupils." This plan has been used with great success in some of the Public Schools in Jersey City. Some have a "red ribbon class," composed of all who have achieved the maximum standing during the past week.

In many schools the teacher reserves the right to give the pupil an "extra" as it is termed. This is 10, to be added to the general standing for some "extra" meritorious labor or conduct. I have heard of teachers giving an "extra" to the pupil for doing an errand for her! No language would be strong enough to condemn such an use of what is at least a dangerous power,

THE TEACHER IN THE SCHOOL-ROOM. 43

A scheme of incentives will need a skillful person to apply it and get its full force and effect. There must be kindness and justice in marking a pupil; it may be an immense power in the hands of a teacher.

I have spoken of Objective incentives, but there are Subjective incentives, and these are the most powerful of all. The young teacher naturally employs some visible object, as a medal, a card, or a picture as a stimulant to urge on his pupils. After a more extended experience with human nature, he learns there are other influences that may be brought to bear and the motives that are more effective and more lasting. The defect with most incentives is, that their influence ends with their attainment. A teacher offers a book to the one who will abstain from whispering for a period of time; it is awarded to a girl with the expectation that having found she could do without whispering she will continue to do without it. Vain hope! She is more voluble than ever; and the teacher feels that another prize is an absolute necessity. Another defect is apparent when the teacher surveys the class that is called up to receive them. Are these the conscientious, painstaking pupils of the school-room? Are these the ones who are at heart most desirous of improvement? No teacher but has felt pained on such occasions to see pupils just as deserving, sitting on the back seats of the room. Another defect may be entitled the "discouragement of prizes," and of this a great deal could be said. A pupil learns the differ-

ence between himself and another so keenly that it takes away the life and interest of studying. In the world, the smart will make the most money, but it never occurs to a pupil until put in competition with another pupil that he has not as good mental powers. He can feel as much, he can see as much, he enjoys as much; why then is he not the equal of the other? The prize is awarded to one whom he feels in some respects is his inferior—in nice apprehension of right, in reverence for the teacher, in real love of knowledge, for example—and he is told he is mentally his superior. The effect is disastrous in many cases and reaches deeper than is suspected.

I have mentioned these points to draw the teacher's attention to the need of offering incentives that should leave nothing behind and should have a permanency of influence. The Creator sends his rain on the just and on the unjust; *rewards should fall on all that deserve them*. But medals, cards, etc., may be given as above indicated, based on scholarship, as a matter of necessity, as one would give quinine to a weak person, which when the normal state is reached they will not need. Reflect for a moment on the relation between husband and wife, parents and children, brothers and sisters. No one expects a prize or reward for service. The parent does not offer a medal to the one who shall be the best child, the one who shall show him the most affection. These relations are based on the enduring foundation of love; duty is done because it will give pleasure to another.

It may be said that such a state of things cannot exist in the school-room, that children are too depraved to be brought under the reign of love. In reply, the writer thinks, after years of teaching, that the hearts of school children can be reached and influences be brought to bear on them that will be permanent, not only, but will develop with the child's development. At the same time, he admits that it requires in addition to skill a complete consecration of one's self to the good of the pupil; he must love the pupil as he does himself; his constant question is what is for the good of his pupils. In order to be perfectly plain and frank he will add that a teacher of genuine joyous religious character will be far more likely to succeed than one who is not; and yet that the motives which will be employed are not what would be termed religious in their character. Such volumes as "Record of a School," "Abbott's Teacher," "Page's Theory and Practice of Teaching," will enlighten the inquiring teacher, and he will find the subject so interesting if he pursues it, that he will desire to try it.

FURTHER SUGGESTIONS.—After much thought I perfected a system that operated with very great effect; there was scarcely any jealousy or dissatisfaction created. The essence of the plan was to employ one honor, already attained, to get another that was beyond. This is the basis of the military code; the common soldier is never advanced to be a general at one bound; he must first gain one step, become a corporal, then sergeant, then lieutenant,

etc. We all know how powerfully this operates; it is because it is based on the principles of human nature; no matter what was attained yesterday there is something higher yet, and what has been attained will aid to get that higher post. I will describe the plan briefly and clearly.

First, a roll was made up at the end of each week called the "Merit Roll"—there were forty weeks in the school year, and the first was called the "first merit roll," etc. On this were entered each week the names of all who were satisfactory in Deportment and Studies (having at least 8 in a scale of 10), and it was then suspended in the school-room; it was a long and wide sheet of paper, ruled in forty columns. Attention was called to it as being a record of what had been done, and that all *could* get their names on this roll. If a pupil reported in the morning that he could not attend, he was marked present, and excused, and examined upon his lessons at some future time. In all ways the teacher endeavored to arouse a desire to be on the "Merit Roll," and not less to put it in the power of all to be on it.

Then this rule was established, "Every pupil who is on the 'Merit Roll,' four times shall be ranked on the 'One Star Roll.'" This was not so large a paper as the other; on the top of the other the word "MERIT" was inscribed large enough to be seen across the room, and the frame was plain; on this a bright star stood at the top. At the end of four weeks the "Merit Roll" was suspended only on

Monday, in order that all might see that it was correct, it was then removed and the "Star Roll" took its place. The teacher should explain why certain pupils are not on the roll. "Jennie was unfortunately sick," "Henry was obliged to be absent." In every way let a spirit of kindness be present; and, further, let pupils know that while you regret that their names are not on the "Star Roll" that you respect them—provided the cause is not found in their own neglect.

At the end of another four weeks open the "Two Star Roll," and enter the names upon it of all who have been eight times on the "Merit Roll." Adorn the top of the "Two Star Roll" with two gilt stars. In this way proceed to open a new star roll at the end of each month of four weeks. Keep entering on the "One Star Roll" the names of all who are on the "Merit Roll" for four weeks; make a careful entry at the end of each week on the "Merit Roll," for the soul of this plan is a careful and rigid adherence to exact details.

The weekly reports have already been described, but this plan provides for the issue of a monthly card on which "One Star," or "Two Stars," etc., appear at the top. These if neatly done will in most cases be framed by the pupil; some have an album of the proper size made, to be purchased by the pupil, in which they can be inserted. Of course, it is a great step gained when the pupil is anxious to take his card home and put it on exhibition. Envelopes should be procured of stout manila paper

with the name of the school and pupil written thereon, together with some appropriate motto; and these should be returned to obtain the next month's "Star Card." This card will read somewhat as follows:

"A good education is to be prized above all riches."

—:O:—

LENOX VALLEY SCHOOL.

(This space for the stars.)

This certifies that Henry Jones has won _____
Stars for regular Attendance, faithful Study, and
good Conduct.

Jan. 1st, 1879.

_____ Principal.

—:O:—

RULES. Every pupil who is perfect in Attendance, satisfactory in Deportment, and is credited 75 per cent. in Studies for one week is placed on the "Merit Roll" of that week.

Every pupil whose name appears four times on the Merit Roll will be ranked on the "One Star Roll;" if eight times on the "Two Star Roll;" etc.

All whose names appear nine times on the Star Roll will be ranked on "Nine Star Roll" and receive a prize.

"FAITHFULNESS WILL DO IT."

The expense of this plan is not great. The reports for each week ought to be issued at all events. The "Star Cards" can be printed of the size of four by six inches. The stars can be put in by the teacher; any printer will instruct her; the cost of a stamp, the ink, the gilding will not be a large outlay, perhaps \$1.00. Or gilt paper stars can be purchased and pasted on.

The difficulty will be that as the year rolls on, the number on the "Star Roll" diminish, and the teacher who is not skillful may lose the co-operation of those who are sure they will not be on the

"Nine Star Roll." Ingenuity will be needed and sympathy will be needed. Both of these are prime qualities in school government. An example of the first will be to propose that at the end of the year a "Reception" be given by pupils to be chosen from the "Star Pupils;" this will keep many at work who might otherwise perhaps cease. As an example of the second, let us suppose a pupil has been very ill and has been absent for many weeks, and she is again in her place; the teacher remarks on the condition of the "Star Roll," he sees this pupil and he says "that nothing but illness has kept her name off; that no one would have studied harder than she; that she is just as welcome as if she were on the 'Star Roll'—in fact, more so, for he feels certain she will study just as diligently as if on that Roll, that her pleasure will be to be in health again and back among her friends, etc." Remarks made in this spirit will produce a more powerful effect than many will suppose. A pupil was pointed out who was necessarily absent one day in each week to aid his father who worked in the glass-house; that pupil was on no "Merit Roll" and on no "Star Roll," and yet he was a model scholar, because he was assured of the sympathy and respect of his teacher.

The reception referred to should in some way have reference to the rank of the pupils. All of the "Nine Star pupils" could be grouped into a dialogue of some kind. If the school consists of several departments there will be young pupils in this group. The prizes that were awarded in the school

referred to were photographs of the group of "Nine Star pupils"—these were pasted to a card about eight inches wide and ten inches long, underneath which was written somewhat as in the "Star Card," above referred to; of course, it could be made very elegant. The cost of such cards completed will vary in proportion to the number required and elegance of design. It will be seen that the pupil will value the prize not on account of its intrinsic value but solely as a distinction.

Some teachers would procure a silver medal and give it to the "Star Scholar" of the month, voted for by the other "Star Scholars" and not send home the "Star Card," but it is not so good a plan. The "Star Cards" will be treasured and preserved. They become heir-looms, frequently. They cost little and give much pleasure. This plan, therefore, possesses merits that entitles it to a careful examination. It is elastic and can be made to fit any school. But, two cautions are necessary—it is a machine and will require constant attention to cause it to work well, and next it is an aid to progress like a cane or crutch, and hence must not be put in the place of the higher motives such as love of duty and of right.

CHAPTER VI.

REGULAR ATTENDANCE.

There are various ways to create an interest for a time in regular attendance; those actually used will be given: A lady had a large primary school, and the attendance was so irregular that she became much discouraged. She had asked a boy to do some errands for her on Saturday morning, promising him a handsome knife. She was surprised when he told her he could not give her a moment after nine o'clock. Upon inquiry she found that a little company of boys met at that hour on each Saturday "to train"—that is, to follow a drum. If they were not punctual they lost the pleasure; if they were not regular in attendance, they were not permitted to belong to the company. She determined to profit by the lesson.

She got a drum and flag and made up a military company of those who had been punctual during the week. A cap gaily decked was fitted up for the captain, and he had a pretty sword; there was a drummer and a color-bearer. At the close of school on Friday, the company was formed and marched around the room; she reviewed them, and a suitable

song was sung. The flag was then put above the class-list that showed the best attendance—each class having its list neatly framed. The result was a wonderful excitement, and by tact she was able to use this method for years, noticing no diminution of interest. It accomplished what scolding, threats, and rewards had failed to reach.

In the New York schools, the pupils who have been punctual during the week are permitted to go home an hour earlier on Friday, but this is a stimulant that is not to be defended. It says to the pupil, "The school-room is a prison; I will shorten your term if you behave well." It would be far better to add some attraction for the whole or for the punctual.

A teacher who had been quite successful in a difficult position found it was a great aid to have a series of planned exercises for the morning. He selected some chemical and mechanical experiments for himself, and gave his scholars a part to perform. He began with having a "committee on morning exercises;" and they were charged with the duty of having something interesting to do or say, or to invite some one to visit the school. One result was the procuring of apparatus of a simple kind, and another of an extensive museum. An experiment that never failed to please was "the electrical shock"—it was given from a machine made by one of the pupils. From the diary kept by the teacher I will briefly gather the "exercises" of a single month.

- Nov. 1, Exhibition by C. H. of a small alligator.
- “ 2, Stories by the boys and girls about alligators—their habits, etc.
- “ 3, Exhibition of a dollar steam-engine by P. L.
- “ 4, Another exhibition of the steam-engine, and a drawing on the black-board to show how it went.
- “ 5, An address by Rev. Mr. G., who had been invited by the committee. He gave an entertaining address as he knew the object.
- “ 8, Exhibition of an electrical machine, made wholly by W. L., one of the pupils. By the Leyden jar quite a shock was given to the entire school.
- “ 9, A piece of myrrh was presented by Mrs. S. This led to the subject of a museum, and a committee was appointed to report.
- “ 10, The “museum committee” reported in favor of a museum, and seven “curators” were appointed.
- “ 11, A piece of the rock of Gibraltar was presented by Mrs. C., and an engraving of the fortresses was on exhibition also. Both went into the museum.
- “ 12, An account of Gibraltar was given by several pupils.

- Nov. 15, John W. exhibited his pet cat. She would allow a canary bird to sit on her head. She performed a variety of feats, greatly to the delight of the school. The knowledge of the exhibition of "Pet Jessie" had crept out, and every pupil was in attendance, as well as several parents.
- " 16, Several large pictures cut from *Harper's Weekly* and pasted on cards were exhibited. It led to the discussion of a "picture gallery." A committee was appointed.
- " 17. The committee reported in favor of the "picture gallery," and seven "trustees" were elected.
- " 18, A number of pictures were exhibited, and rules were adopted as to their being mounted on cards, and as to grouping historical scenes, etc., together, etc.
- " 19, This morning T. W. brought in his cousin, who played beautifully on his violin.
- " 22, This morning the violinist came again, and with Miss V. (an assistant teacher) at the piano, some new delightful music was listened to. About 30 of the parents were present.
- " 23, The principal gave the boys a talk about Columbus and his times.
- " 24, Two of the boys had an amusing dialogue.

- Nov. 25, A balloon was inflated by C. S. It lifted a book from the desk.
- “ 26, A set of pulleys was exhibited, made wholly by T. F. It was fastened to the ceiling and some experiments made.
- “ 28, Several articles for the museum were presented, among others some Roman coins.
- “ 30, The electrical machine was brought out and much amusement created.
- Dec. 1, Rev. C. P. S. addressed the pupils on Rome—what he saw there. About 20 parents present.
- “ 2, Some Guinea pigs were exhibited by G. P.

NOTE.—The “morning exercises” were not to be over fifteen minutes in length—the regular time was ten minutes. This plan was carried out for several years, and the effect was remarkable.

The absentees would ask “What was done in the morning?” The intention was to keep this a secret—the “managers,” (consisting of six pupils and the principal,) had the matter in charge, and told no one what was to take place. So much of an interest was created that parents of the pupils came in frequently. The “managers” had some invitations printed, and when clergymen and others were invited to speak these were issued; they were signed by the “managers” in behalf of the school.

The effects of the plan were quite remarkable for good, nor does the principal remember any bad results. It led to a study of general knowledge. Out of 180 "morning exercises" 20 were upon current events, 30 were exhibitions, 30 were addresses, 55 were experiments, the rest were miscellaneous. The pupils purchased a *camera lucida*, by which pictures were thrown on a canvas,—that is, any picture from a newspaper. The "museum" accumulated over 1,000 articles, and the picture gallery as many engravings.

CHAPTER VII.

DISCIPLINE OR TRAINING.

By this is meant the employment of specific means to habituate the pupil to act in good order. When the scholars are daily striving to be better, the teacher has a right to feel content, and not till then. But how shall he improve the tone of his school when it is low? He finds his words have little effect. He asks all to sit still but only a few obey. He pleads for better lessons, but there is no more study. The teacher is discouraged. He feels that his school is in a bad condition; how shall he remedy it? The defect is in the teacher. *He does not train or habituate his pupils to obedience, to do as he commands.* Such a state of things may exist when every pupil really desires to do just right. The teacher lacks in snap, in energy, in earnestness; he lacks in training power. The remedy is found in a strict and energetic *attention to details*. Let us look at a company of soldiers. They step together, they raise their guns at the same instant and altogether present a pleasing aspect. How have these ends been reached? *By attending to details.* Let us begin with the morning hour at school.

Suppose the pupils enter the school with their hats on and begin to run around the room. The teacher sees this and acts at once instead of fretting and scolding; he appoints a monitor to arrange all such in a line, or on a certain settee. They are then marched out and caused to come in with hat in hand. That is, *they are trained in the right way.* WHAT YOU WANT A PUPIL TO DO, TRAIN HIM TO DO. This is a rule of endless application. The defects we are now speaking of are not such (we suppose) as to require any punishment. They originate in the thoughtlessness of the child. Many regard them as signs of innate depravity—and feel both angry and revengeful. A few days of patient training and the school that seems so careless and disobedient becomes a beautiful spectacle.

Here is an actual instance, It was at a country school. The bell for the close of recess rang, and instantly the whole group of boys poured into the school-room babbling, panting, and stumbling. The teacher had been pained by this spectacle every day, but now doubly so on account of the visitor present. Partly in rebuke, partly in anger she said:—"If that is the way you come in you shall not go out again at recess. I told you to come in quietly."

"We forgot," spoke up a courageous little fellow on the front seat, with a smile intended to deprecate the anger plainly visible on the countenance of the teacher.

"Yes, and you forget every day."

I interfered here, and said I would like to try an

experiment. I proposed to have the boys go out again. I appointed two monitors to arrange the boys in the order of their heights, and gave them instructions in a whisper. There were to be two bells struck, one to end the recess, the other for the in-marching of the boys. The boys were sent out and immediately the bell was rung, the teacher and myself meanwhile sitting within. In about a minute a monitor appeared at the door, and his look and nod showed the readiness of his followers. I asked that the bell be struck again. It was done, and the boys entered in perfect order and as much delighted as was the teacher.

This is a fair sample of most school-room troubles and the method of remedying them. The case is similar to that of one attempting to produce military effects without a knowledge of the art of arranging men in lines, and teaching them the words of command.

The pupils can be trained or habituated to be silent, to walk quietly, to sing loudly or softly. The teacher will need tact to discover where the friction is and how to apply the remedy. A mistake is frequently made of scolding when perplexities arise. Scolding and disciplining are two different things. It is useless to substitute one for the other. Explain to a class just what you want them to do. Tell them how to do it, and then proceed to have it done. If not done accurately have it done again. Suppose a class in reading is to stand on the floor in a certain order. They are seated in different portions of the

room. One method is for the head pupil to come at the call of the teacher and the others to come as their numbers are called. Thus the teacher says, "Fourth Reading Class No. 1." No. 1 then calls No. 2, No. 3, etc. This takes time and disturbs the school somewhat, but it is far better than the rush and scuffle so often seen when "Fourth Reading Class" is called.

It is plain, then, that very many of the perplexities of the school-room will disappear under a wise *discipline or training*; and the teacher should study how to train his pupils pleasantly and thoroughly, but some make school life a burden by giving too much time to training.

Peevishness and rudeness.—But discipline may be applied to remove mental and moral defects as well as material ones. One of the greatest trials a teacher has to bear is that of rudeness, and rudeness that sometimes becomes insolence.

An excellent teacher was constantly removing from school to school, and on being asked for a reason, replied, "I am looking for a school that will have no disagreeable scholars." Every teacher knows what that means. There is one scholar who gives a great deal of trouble; who is either unpunctual, rude, overbearing, insolent, quarrelsome, peevish, lazy, deceitful, disobedient, repulsive or ill tempered; perhaps he has all of these faults. To live with such a person requires greater grace than the teacher possesses, and so she leaves the post. Sometimes there are two such pupils; sometimes

three or four. There are not many; they shade off by degrees into the good and tractable. One, however, is enough to worry a teacher, just as one fly will goad a horse into madness.

The remedy for such must be sought in each case; it must be a specific that is fitted for that case alone. The general atmosphere of the school-room must be antagonistic to all such traits of character—that is clear—but beside this general treatment (which must exist whether these traits are manifested or not) there must be special effort made for the individual. Suppose a pupil comes persistently fifteen minutes after nine o'clock—the case needs investigation. You will then: (1) Send a note of inquiry home to the parent, (2) Let him go out a minute or so after the rest at recess and so at noon, (3) Give prominence on the merit rolls to the punctual, (4) Try and have interesting exercises in the morning, (5) Have a special seat for the late pupils, (6) Use your personal influence with him.

Suppose a boy is rude, that is, intentionally rude. You say, for example, "Sit up straighter, John," and he replies, "I am sitting as straight as I can." The probability is, that he is rude to his mother; and so you have a double task. (1) Mark him in your memorandum book, which you carry ready, under the head of "Rude." Do not reply rudely to him; express surprise as strongly as you can, by your manner. Let it be disappointment and surprise that you manifest. (2) Tell at some suitable time an anecdote to awaken interest in good manners.

(3) Instruct in good manners, for thousands do not know what they are. (4) Visit the parents, and have your memorandum book with you, so that you can show the facts in the case if needful. (5) If you are certain you can do it with good effect, reprove him before the school; let your spirit be the same as if an error had been made in arithmetic or grammar. Let him understand that you object to such language towards *any one*—teacher, parent or stranger, and that it is not a personal rebuke you are administering, but that if he goes forth in life with such manners he will fail. (6) But do this in private if you doubt the propriety of it before the school; it is all important that the pupil feels that what you are after is his benefit. If you cannot make him feel that, you can do him no good. A conversation something like this would take place. “John, you were rude in your reply to me to day and I suppose you have got into that habit and do it unconsciously. If you grow up with such a habit, you cannot have friends. Your parents may feed you and clothe you because you are their son, but the real ground should be the love they have for you. So I may do my best to teach you because you are a scholar here, but you surely want me to have pleasure in doing it. Notice ———, he is no better scholar than you, no more kindhearted, but he makes my work pleasant by polite answers. Besides you should think of your example. You are just as responsible to God for your example as I am.

It would be wrong for me to be rude to you. It is as wrong for you to be rude to me."

These words might not be used, but the general tenor of thought should be followed. It is an appeal to the best motives. The tone should be calm and dispassionate. The lad should feel that you do not deem him a *bad* boy; but that you consider this a defect in an otherwise good character, and expect him to extract it, as he would a weed from a flower bed. Very few pupils but will listen. Some teachers spoil the effect by asking a pupil to promise amendment. Many a lad is determined to amend, but does not wish to promise. A better way is to say, "What do you think of it?" By adroit management a pupil can be set to talking about his conduct. If he admits he was wrong, he should be met frankly. "I knew you were reasonable and wanted to do right, and I think you will try harder to-morrow." If he disputes the matter, saying, "I see no rudeness in the reply," you must argue the matter with him. "Would you, if a teacher, wish your pupils to make such replies," etc.? The great difficulty is to get them to debate the matter. Your skill will frequently be put to the test to induce them to take a position for or against themselves.

Suppose a pupil is overbearing or insolent. These are higher powers of rudeness. The remedy is the same, except that it must be administered with more energy. Refuse to hear a pupil recite who is thus behaving. Address him, not in an overbearing manner, but with spirit and determination. "The

school is for those who wish to learn and who are willing to be obedient and gentlemanly. If you insist on conducting yourself so improperly you cannot remain in the class. I shall be obliged to hear you recite after school."

A very common form of rudeness, and peevishness, and laziness, is in want of attention to questions, and in the answers made. The teacher says: "What river separates New York from Pennsylvania?" (After a pause in which John is engaged in looking at the black-board.) "Hudson River." "But the Hudson River is not near Pennsylvania." "What is the question?" "I asked what, etc.," "Oh, the Delaware; I knew that well enough." "Why didn't you say so, then?" Now fully one-half of the time is wasted on such recitations. A good rule for the teacher to insist on is, *that the language of teacher to pupil, and pupil to teacher shall be such as would be suitable if visitors were present.* Let the teacher fancy he has a visitor in a chair and govern his language accordingly.

It is not a good plan to have many rules, in fact, the fixing of a rule will give the teacher more trouble than it will the scholar. For example, a teacher made a rule that all who whispered should put their names on the black-board. Among the first offenders was a tall and very awkward young man, who was really the best behaved pupil in the school. The teacher had induced him by great effort to come to school, and the disgrace of the penalty swept him out and far beyond the reach of that teacher.

If there is no rule, each case can be settled by itself. A penalty can be required of one that you do not ask of another. In this way the teacher is left free to act, and to do just what equity demands. To select an appropriate penalty for each case will require no small amount of inventive talent, and hence, the subject will need discussion. It is a grave defect to bestow the same penalty upon all short comings; some detain pupils for every infringement of a rule.

CHAPTER VIII.

PENALTIES.

In all schools there will be a neglect of the teacher's requirements. The usual regulations for promptness in the morning, industry in study, quietness, non-whispering, etc., are made in every school, and they are frequently broken. Now, it is necessary to have some penalty to a law, or it is brought into contempt. It is not necessary that there be a severe penalty; it must be *certain*, and it must tend to *train* the pupil to obey the rule. I have spoken of incentives fully elsewhere, and believe they are more effectual than penalties; yet as penalties are needed, and will be used, they must be rightly selected.

If a pupil comes late in the morning, you should enter his lost time in the Attendance Book, and he should remain at his seat when recess takes place, and then come forward with his written excuse; if it is in due form he goes out—it is not *his* fault. Or, a pupil is idle, or disturbs the school by whispering, etc.; when the recess begins, simply say, “John, James, etc., may remain and study during recess.”

Give each an opportunity to come forward and explain or apologize, and if they are not old offenders, take their explanations, and yield to their requests to go out. Do everything to have as *few as possible remain in*; the entire force of the penalty is lost if the whole (and I have known teachers to perplex themselves with such cases), or even a majority remain in. Suppose the recess is fifteen minutes long; at the end of five minutes, for example, send out the one who has offended the least, and so on, so that all shall have an opportunity to go out and return with the other scholars. This slight penalty, well managed, may be made very effectual for the period after recess; detain pupils for a short time at noon and at night. First, have the regular dismissal to take place; five minutes afterward, follow with the others. Now, it must be noticed that one of the great pleasures of a pupil at school is in conferring with his "crony" at recess or just after school, and hence this detention will disturb that very seriously. The teacher should not "keep a pupil in" with a revengeful feeling; the influence in such a case would be wholly injurious. Let the pupil feel that it is done as a *penalty* for his disorder, not because he has displeased you.

I recall this instance: Two boys were extraordinarily attached to each other, and both were careless scholars. One was detained by an assistant for disorder in his class, and he applied for dismissal on the ground that his companion was going out in a boat, to which he had the key. The assistant, be-

ing suspicious, refused, and he then applied to me. On his assuring me that he intended to return after giving his friend the key, I readily assented. My assistant laughed at my credulity; but he returned and I took pains to commend him for his regard for his friend. It proved to be a turning point in his career.

But there are those for whom a detention is not enough. You have been obliged to suspend your classes several times during the day to look after them. A good plan is, to reserve certain seats for those who need observation and care. Explain this fully. Let the pupil look into your heart and know your real feelings and intentions; if he doubts you, you cannot benefit him, and are wasting his time for him. It is not severity that causes a pupil to hate a teacher; it is suspicion and doubt. Give a pupil a "front seat," saying to him and the school, "John cannot keep good order at his seat; he may sit here, where I can help him; I think he will conquer his habit of whispering (or other fault), in a week, and then he may return." Putting the most reliable boys on the back seats without reference to size will make a penalty of sitting in the front seat.

There are other penalties. I have refused to hear a pupil's lessons until after school; I have seriously reproved a pupil (in private always, showing that I cared for him and for his feelings), and was disappointed with and displeased at his conduct. I have written to parents or called upon them, and, finally,

I have shown clearly that I have withdrawn my regard for a pupil on account of his disobedience. Each of them should be applied with judgment and skill; one will answer in one case and not in another.

Besides, there are special penalties. A pupil has a knife which he will take out and display—let him put it on your table; or he eats nuts and apples in school hours—have them laid on the desk also; or he shuts the door heavily, let him practice on it after school hours; or he pinches his neighbor in front, appoint him to another seat, etc.

A great mistake is made by any teacher who employs threats as a penalty, or scolding, or demands that a pupil shall stand up and say he is sorry, or requires one to sit under the table, or stand on the table, desk, etc.

There are those who will not yield to the ordinary penalties; you do not wish them suspended or expelled, and you feel there is but one thing more that can be done—to inflict *bodily chastisement*.

The teacher, then, may be in a situation where this is all that is left. If this is all that will save a pupil, it should be done, disagreeable as the infliction may be, unless forbidden by the school officials.

In the other penalties the spirit with which they are inflicted is everything, but eminently and pre-eminently so in this. When the majority of the school does not feel with the teacher that the penalty is just, the teacher may well doubt. He must carry his school with him. Corporal punishment

administered in anger, will turn the tide of sympathy against the teacher. If it must be administered, delay it, certainly, until the next day. And when administered, let it be in private (with some of your most substantial pupils as witnesses), and after a statement of the reasons that impel you. Be perfectly calm. Do not feel that it is necessary to be severe, or to punish until a pupil cries, or promises, or until you exact promises. A few blows with a rod will be sufficient, if corporal chastisement will effect anything. It is not the pain that does it; it is the penalty.

CHAPTER IX.

THE TEACHER MUST INTEREST HIS PUPILS.

It is no uncommon complaint that parents make, that "the teacher fails to interest the children." When one fails to interest he fails in government; and one who can interest can *learn* to govern, if he does not already know how. An instance comes up vividly before me of the successful work of a fellow teacher in a Sunday school that was noted for its turbulence. It was held in a large room in the basement of the church edifice; and the young and the old of both sexes met seemingly to create the most disorder possible. The teachers were good men and women, who, probably, could have imparted many theoretical notions of Christianity, but certainly they could not get them put in practice; they sat there utterly discouraged by the confusion that reigned supreme. I visited the school with Mr. F. The pastor of the church was walking around, and enforcing order by thumping on the floor with his cane at frequent intervals. Seeing us, he came forward, and an idea seemed to strike him, for he had lately paid the department of Mr. F. a visit.

"Why, brother F., why did I not think of you? We want some one who can keep order, and you are the very man. Do take hold here and give us such order as I saw in your room."

"You might not like my way of doing it," said Mr. F.

"I don't care how you do it, only give us order."

"Very well; in that case I will begin next Sunday."

I visited the school in a few weeks again. The most perfect order prevailed. I asked his method.

"I determined I would interest the pupils. As soon as disorder began I suspended exercises and told them a story"—

"What story?"

"Oh, I told them one from the 'Arabian Nights;' they listened attentively; when order was restored, I resumed exercises again. The teachers caught the spirit of my method, and so I got control of the school."

This little incident will teach the great lesson that *pupils must be interested*.

1. *The teacher should acquire a pleasing manner.* He should inspect himself very critically and determine to please. A smile is not only becoming to a teacher, it is appropriate. Some think they must look severe if they would govern well. I have known teachers who for years made it a practice to say "Good morning" and "Good evening" to every one of their pupils. A visit made many years ago

to Grammar School No. 3, in New York City, with Hon. James W. Farr, Commissioner of Schools from the Ninth Ward, made a lasting impression on my mind. We sat on the platform while more than 1,000 boys filed in in perfect order. Mr. Farr being asked by Mr. Southerland, the principal, to read from the Scriptures, rose and said, "Good morning, boys," and every voice replied "Good morning, Mr. Farr." This may seem a slight thing, but slight things affect us. The pupils listened more intently to one who first bade them "Good morning."

The spirit of welcome should be in the teacher's manner; we love to go where we are welcome. If a pupil is absent, inquiry should be made as to the cause of his absence; those who are present will understand they will be missed when away. To know that "They miss me at home" is a great incentive to the absent member of the family. And a pupil who is detained by sickness will, at nine o'clock, think, "The roll is being called, they notice my absence, the teacher notes my vacant seat, she asks after me;" and tears will fill the eyes, and a longing to be there take possession of the mind. When the school is not too large, a teacher can easily address each individual scholar, by passing among the desks; it takes but a few minutes; it may be but a nod and a smile. The dismissal at night should indicate that the teacher bears each individual scholar in his mind. Love for the pupils will dictate a thousand courteous little things, which combined, will interest them powerfully in him and in the school.

I made it a rule to consider the pupils were my *visitors* each day, and determined I would omit no act of politeness towards them that I would bestow on a visitor; and by politeness I do not mean a set of formal operations, but those words and acts that tend to render others happy.

2. *The school should be attractive.* Curtains at the windows, a few bright pictures on the walls, a floor unstained by ink, the desks kept clean, and if made of hard wood, frequently varnished, the black-boards with no rude scrawls, but neat drawings and maps instead, the books neatly arranged on the teacher's desk, a proper amount of heat and pure air—these are in the reach of every teacher. He should study to render the room and its surroundings as pleasant as possible. He can appoint a committee to consider the subject and advise with him as to improvements.

3. *The exercises should be made interesting.* It is too often the case that the teacher allows the school-room to become painfully dull. "Ideas rule the world," it is true, but they must be *living* ideas. The constant utterance of addition and multiplication tables will tire. Let the teacher determine to introduce one new idea or fact each day. This may be (1) a fact from which he expects them to derive a consequence, (2) an historical incident, or (3) a question.

Let the children go home with ideas. History is full of them, works of science are full of them, and the world around is full of them. The use of suitable

things to enliven the school marks the "live teacher."

One of the best things is to keep a *scrap-book*, not to be filled with stories of knights and ladies, but with the doings of men in all parts of the world. The teacher should take at least one good weekly newspaper, and when it has been read, cut out the material he can use. That he cannot use he can put a letter and mail to a friend. Sometimes circles are formed, each member mailing to the rest, in a certain order, what she has left over. That teacher who cannot keep a fresh current of thought running will fail to satisfy the demands of the age.

Consider the change that has been going on in the churches. Every effort is made not to tire the congregation by long sermons and prayers. The attempt is made to bring the discourse within the comprehension of the listeners. Still more remarkable is the change in the Sunday-schools. The teacher should mark these indications of progress and determine to render every class attractive to its members. His manner of conducting the class should show that he is interested, that he does not consider it an old story that he has to hear repeated for the hundredth time. By his briskness, energy, activity and wide-awakeness he imparts the same qualities to the class. They enter into every nook and cranny of the thoughts in the lesson with as much spirit as if playing "hide and seek" with them.

The recitation should be so conducted as to employ all of the class. To single out one or two and allow them to do all the reciting is sure to cause the interest of the class to decline. Not less, the attempt to put up with a poor recitation. For example, the class has had New York State assigned as a lesson. The teacher asks a question; one answers it imperfectly, another incorrectly; he says "next," but these repeat the answers already given. It is plain the lesson has not been learned; the thing to be done is to secure a careful study of the lesson, yet very many attempt to hear these imperfect lessons. They detract from the interest, and by perseverance may be made to wreck the order of the best school.

All of the exercises should be conducted with reference to interesting the pupils; when they are not interested they are not being benefited. Hence it is a very serious question, "How shall I interest my scholars?" It is the key-note to management.

Mr. Page often used the expression "waking up mind," and it is very expressive. He gives a fine illustration in his "Theory and Practice." The following from the NEW YORK SCHOOL JOURNAL has aroused hundreds of teachers:

"A normal school principal visited a large school, and being asked to address the pupils said: That he had been visiting the class-rooms, and it was apparent they were well taught and he could hardly add to the amount they had already learned. This

pleased the pupils; they sat up straight, and their eyes glistened at the well-merited compliment.

"But" said the speaker "there is one question that has perplexed me considerably; to you it will seem very simple I know, yet I will venture to ask it on one condition, that I ask it but *once*."

"The staunch ship, City of Valparaiso, length 250 feet, depth 20, and capable of carrying 5,000 tons, we learn, by reading the newspapers, was lately sailing at the rate of 20 miles per hour, when the captain discovered that he had reached the zero point of latitude, that is the equator. Now the question is how long was the City of Valparaiso in crossing the equator?"

After the pause of a minute, one student raised his hand.

"Well?"

"Two hours and a half sir."

"I shall give no opinion whatever on your solutions. I shall neither say they are correct or incorrect; for it is important you learn to have minds of your own."

Another student raised his hand.

"Well?"

"There is no such thing as the equator, therefore it could not be crossed."

After the pause of a minute another hand went up.

"Well?"

"Fifteen minutes, sir."

"Well," said the principal, "I think I may safely leave that question with you. I would suggest that you think on it carefully and be sure not consult with any one, or to ask for any help. Solve it yourselves."

The teacher of the school afterward said, "That question did more to open my eyes to the needs of the scholar than anything else," while one of the pupils said, "I learned something of that man."

4. *The mode of conducting the lessons should be adapted to interest.* This has been spoken of in the preceding pages. The teacher must not lounge lazily in his chair and act indifferent; some teachers never sit; this is asking too much of the physical system. The teacher may sit and yet be full of animation. His tones of voice, his looks and gestures should show that he is deeply concerned in the work going on. Said one who listened to Mr. Page, "He could speak interestingly on any subject; his lecture on 'The way in which school-houses should be built,' was one of the most truly eloquent I ever heard." The teacher must study to be a *good teacher*; the art of school management in its best sense turns upon that.

5. *Good order interests.* The pupils love good order itself as well as the teacher; it imparts pleasure to them to see the school in perfect order. And far more pride and satisfaction is felt by the scholars than they are generally credited with; it causes them to respect the school and the teacher. More than this, it attracts them powerfully to the school;

of course, I mean order that has a sound freedom attached to it. Hence, a help to good order is good order itself.

6. *The instruction that is given will powerfully attract.* Children love to learn; this is their normal state. That they do not love the formal rules of grammar, and very many other things taught in the schools only shows that such things ought not to be taught there. A better day is dawning; the traditions of the school-room are fast giving way before the pressure of public opinion. The instruction must be fitted for the age and development of the pupil, and he not be fitted to that. If this is done, the school-room cannot but be a magnet to draw in young and inquiring minds. This subject cannot be debated here; it is alluded to in order to set the teacher to investigating the character of his work. One thing is clear, if the school-boy creeps "unwillingly to school" it is not his fault.

CHAPTER X.

THE TEACHER MUST FULLY EMPLOY HIS PUPILS.

Nearly all of the difficulties that perplex the teacher, after a plan has been fixed upon, occur from want of employment. To keep every one employed is equivalent to keeping good order. If there is disorder, the experienced teacher knows that the disorderly ones are idle. Hence, the art of school management consists very much in the art of giving enough and suitable employment. Work must be given; if good order is not obtained *give more*. To facilitate doing the work the pupils must be properly arranged in classes. Not only does the amount which pupils may learn depend greatly on the perfection of the classification, but the order of the school-room is greatly dependent on it. A pupil of mature mind should be classified with those who have mature minds. The rule should be to put those together who can work well together, not necessarily those of equal knowledge. In a city school the teacher generally has but one class, the country teacher, on the contrary, has many. In either case there is the same need of knowing the attainments and abilities of the pupils. I shall suppose the

teacher to have a school of several grades, i. e., to have an ungraded school, and that he wishes to classify it. He will need to have fixed in his mind the leading features of a well graded school. He should have a clear idea of what pupils of a given age can do in a given length of time. To assist, I shall give a plan for the studies of a school year of ten months, and state what may fairly be done by each class. I shall suppose there will be *six* classes.

PRIMARY GRADES—SIXTH CLASS.

Reading—On the black-board; words; short sentences; the alphabet; First Reader.

Arithmetic—Counting objects; writing numbers to 100. Also the Roman numbers to 60; also easy addition and subtraction exercises; to multiply by 2.

Spelling—Words of the reading lessons.

Penmanship—Copying words put on the black-board.

Science Lessons (Oral)—About the shapes, colors, names and size of objects, cardinal points, etc.

FIFTH CLASS.

Reading—Completing First Reader, and beginning a Second Reader.

Arithmetic—Reading and writing numbers to three periods. Addition, subtraction, multiplication, with practical examples. Mental exercises of a practical nature, Roman numbers to 1,000. Tables of United States money, time, liquid and dry measure.

Spelling—From reading lessons, also common words; definitions given by using them in short sentences.

Penmanship—Writing words and short sentences, using capitals, on slate and paper, pencil and pen.

Geography—Direction and distance; streets, roads, houses, in the vicinity, represented on black-board.

Science Lessons (Oral)—On the qualities and uses of objects.

FOURTH CLASS.

Reading—Second Reader.

Arithmetic—Multiplication, division, and Federal money, with practical examples. Mental exercises in the above of a practical character. Multiplication and division tables thoroughly learned. Tables of weight, also length, surface and solid measure.

Spelling—From Reading Lessons, with lists of common words; definitions given by using the words.

Penmanship—On slate and paper, copies to be written on the black-board. Use of capitals, pen and ink used.

Geography—Description of village, city or town; then the country, then the State; drawing map of each; shape of earth by using globe; names of principal countries, productions, animals and temperature.

Science Lessons (Oral)—On the qualities and uses of objects.

THIRD CLASS.

Reading—Third Reader.

Arithmetic—The simple Rules and Federal money reviewed, common fractions and decimal fractions.

Spelling—From Reading Lessons; the prefixes and suffixes.

Penmanship—A writing book with copies used.

Geography—The United States, with map-drawing.

Science Lessons (Oral)—On animals.

SECOND CLASS.

Reading—Fourth Reader.

Grammar—Classification of words and sentences.

Arithmetic—Common and decimal fractions reviewed. Denominate numbers, percentage begun.

Spelling—From Reading Lessons and Spelling Book.

Penmanship—Writing book with copies.

Geography—Europe, South America, etc.

History—Of the United States.

Science Lessons (Oral)—On plants and minerals.

FIRST CLASS.

Reading—Fifth Reader.

Grammar—Analysis of sentences and parsing.

Arithmetic—Percentage, commercial rules, ratio, mensuration.

Spelling—From Reading Lessons and Spelling Book.

Penmanship—A writing book with copies.

Geography—Asia, Africa, etc.

History—United States.

Science Lessons (Oral)—On the body, stars, properties of matter, etc.

Here are six classes and the pupils will be grouped into them by the process of classification. It will be apparent that six grades cannot be effectually taught by one teacher. Four is the limit if the good of the pupil is in view; these will recite from sixteen to twenty recitations—averaging, after deducting recesses, about fifteen minutes for each. Hence, in a practical point of view, the teacher must unite the Fifth and Sixth classes; by extra labor and the aid of his older pupils, getting his lowest class into the First Reader as quickly as possible; besides this he will be obliged to join the First and Second classes. Further time may be gained by joining classes in spelling, penmanship, drawing, elocution and vocalizing; others are more difficult to unite, as in geography and history. The advantages of classification must be kept in mind—it affords a means of providing *sufficient work for every pupil*, and also it gives to each pupil a recitation of a suitable length, where he receives the personal attention of the teacher.

The ambition of children prompts them to wish to be in the higher classes, and it will require skill and tact to resist the pressure that will be brought

to bear. It will also require great firmness to deny a pupil who is plainly unfitted, a place in a class with one for whom he has a marked attachment; especially if they have been classified together heretofore. The wise teacher will in every way teach that the *highest* are those that *learn the most*. It will also be wise to put the lower classes forward as far as possible at first, and turn back for review when matters are well settled.

For the secondary classes require a *written* examination. In this way the teacher will ascertain the general ability of the pupil as well as his knowledge of spelling and penmanship; the work of each pupil should be kept for reference and a record made in a book. The questions should be carefully selected beforehand, and paper and pencils provided.



CHAPTER XL.

THE TEACHER MUST CONDUCT HIS WORK SYSTEMATICALLY.

When the teacher has decided on his classes and their studies, he should next draw up a Program to suit the circumstances; and having arranged the order, it should not be deviated from without strong reasons. If the teacher becomes interested in a class, he forgets about the quick passage of the minutes and encroaches upon the time of the succeeding class; or he purposely detains a class to make final explanations, or to allow a pupil to finish his work; so that it will be well to appoint a pupil to watch the Program and strike the call-bell at the proper time. I have known a large school of 150 pupils, in which the bell was struck by a monitor at the exact moment, it being placed on his desk; the teachers were then enabled to give their whole time to the recitation. Of course there should be a clock in plain view of the pupil; a call bell is essential; this latter as well as a hand bell can be purchased and owned by the teacher if necessary.

In order to aid the teacher a program is given designed for four classes and twenty recitations.

| TIME. | | | Class | RECITATIONS. |
|-------------|-----------|----|-------|--------------------|
| <i>From</i> | <i>to</i> | | | |
| 9.00 | 9.05 | 5 | | Opening Exercises. |
| 9.05 | 9.15 | 10 | 4 | Reading. |
| 9.15 | 9.30 | 15 | 3 | Reading. |
| 9.30 | 9.50 | 20 | 2 | Reading. |
| 9.50 | 10.10 | 20 | 1 | Reading. |
| 10.10 | 10.25 | 15 | | Recess. |
| 10.25 | 10.30 | 5 | | Singing. |
| 10.30 | 10.45 | 15 | 4 | Spelling. |
| 10.45 | 11.00 | 15 | 3 | Arithmetic. |
| 11.00 | 11.20 | 20 | 2 | Arithmetic. |
| 11.20 | 11.40 | 20 | 1 | Arithmetic. |
| 11.40 | 12.35 | 55 | | Intermission. |
| 12.35 | 12.40 | 5 | | Singing. |
| 12.40 | 1.00 | 20 | | Penmanship. |
| 1.00 | 1.15 | 15 | 4 | Arithmetic. |
| 1.15 | 1.30 | 15 | 3 | Geography. |
| 1.30 | 1.50 | 20 | 2 | Geography. |
| 1.50 | 2.10 | 20 | 1 | Geography. |
| 2.10 | 2.25 | 15 | | Recess. |
| 2.25 | 2.40 | 15 | 4 | Oral Lessons. |
| 2.40 | 2.55 | 15 | 3 | Spelling. |
| 2.55 | 3.15 | 20 | 2 | Grammar. |
| 3.15 | 3.35 | 20 | 1 | Grammar. |
| 3.35 | 3.50 | 15 | 1 & 2 | Spelling. |
| 3.50 | 4.00 | 10 | | Miscellaneous. |
| 4.00 | 4.05 | 5 | | Dismission. |

Opening School—Let us suppose the teacher to have selected the program proposed; his procedure will be as follows: The hand-bell should be rung at 8.50 to bring all the pupils into the room. The teacher, (and monitors if necessary), should stand

near the door to see that each pupil uses the scraper and mat as he enters. The conversation that was allowed before the ringing of the bell will cease; every effort is made to hang up hats and other garments and arrange the books promptly and quietly. At 8.55 (not waiting for all to become quiet) strike the call-bell for perfect silence, and precisely at 9 o'clock proceed to the opening exercises, These being finished, give such directions as may be needed, and then, without calling out a class by name, strike the bell for the class to rise and again for it to pass to the recitation seat; when the recitation is finished, strike the bell for the class to rise and again for its dismissal. In this manner let the classes succeed each other.

Recitations.—It will be well to stop a few moments before the close of a recitation in order to assign the succeeding lesson and for explanations. Hence every recitation will be a little shorter than the program-time. Besides it is necessary to have a minute or so for attending to the ventilation, the heat, to answer questions, or for singing. Some teachers make a practice of singing as each class is passing to its seats; it adds variety and beauty to the scene and cannot be too much commended as an aid to order in the school-room.

A code of signals.—The teacher may find it necessary to impress the order of the classes as well as the proper method of going to and from the recitation seat by suitable "drills." To do this, either write the program on the black-board, or have the

pupils copy it on their slates; then strike the bell for the first class to rise, and then signal it to pass to the recitation bench, and then signal it to sit. If done correctly, at once strike the bell (as for the close of the recitation) for the rising of the class, and return it to its place. In the same way proceed with the succeeding classes. An hour or two each day spent in this way during the first week will remove rawness, accustom the pupils to move in small masses, teach the code of signals and habituate them to acknowledge the authority and command of the teacher.

The teacher should never use his voice when some other signal can be substituted. The light sound of the call-bell is better, far better than to name a class and command it to take its place for recitation. A great deal might be said on this subject. A single illustration will, however, be given of the value of training pupils to follow a code of signals.

The pupils of the public schools of New York city are trained to obey a series of signals for leaving the building, to be employed in case of fire. A fire broke out in a room unexpectedly. The principal was summoned. He inspected the cause and returned to his desk and gave the first signal. Without a word being spoken, every one of the 600 pupils rose, and in a certain order filed out, passed down two flights of stairs and into the yard; the class where the fire began, passing out last into the main room. All this was done in less than four

minutes. The fire was then extinguished, and the pupils returned, and none but those in the room where it actually occurred knew there was a fire.

The economy of time that may be effected by a well-based code of signals is another point to be considered. But to accomplish this, the pupils must be trained to follow each sound with promptness and quietness. Suppose it is recess, and that the teacher has four rows of desks, and two pupils at each seat—or eight rows of pupils. Let him determine the order in which the exit shall be made, and write it on the black-board as, 1+3; 5+7; 6+8; 2+4 for to-day (yesterday it may have been 6+3; 7+3, etc., the figures denoting the rows numbering from the left.) The pupils see these numbers and understand them, and without a word the first signal is struck, the rows indicated by 1 and 3 rise and stand erect, looking straight forward; a slight movement of the hand or of the head of the teacher starts the first row and the other follows; before these are out the signal is given for the next two, and they follow in an unbroken line, etc. To bring them in properly, let the hand-bell or gong be struck. This will cause them to fall into a row or column; then the call-bell will be struck, and they will pass in and take their seats; to assist the forming into columns a monitor may be appointed.

A school should clearly understand the program and be drilled to recognise the light sound of the call-bell that announces the successive exercises. The vocal method of calling the classes wastes the

teachers' voice; he needs that for instruction. Class after class rises and files out in a well-ordered school without a single word by the teacher; in this way much time is saved. Suppose the bell is struck and the class rises, but is not all in perfect order, the teacher may wait a moment, and then by a motion of the hand direct them to be seated. Waiting a moment to catch the eyes of the entire class, he strikes the bell again. No words will be needed, the pupils understand. Some school-rooms lack recitation seats. Nevertheless, the bell should end the recitation.

Intervals.—The recitation being over, there will ensue a brief period for making ready for the next recitation. During this interval the pupils may be permitted to speak to each other if necessary; they should be instructed how to conduct themselves, and yet not be disorderly. A piece of music can be sung with which all are familiar. Children love to speak, to be active, to make a noise, and this gives them an opportunity to do so while the teacher can oversee them. Or calisthenics can be introduced. A signal should be given, as by tapping the desk with the pencil; having the attention, the teacher begins exercises he has taught them calling ONE, and following with appropriate movements; then two, etc., etc. Or the pupils may march around the room. Or they may recite some piece of poetry. Or exercise with phonetics, etc., etc. During these exercises *open the doors and windows to let fresh air enter.*

Recesses.—The pupils should pass out at recess in a certain order as has been previously explained, and while out have a sufficient supervision to prevent rudeness and quarreling on the play-ground; if possible the teacher should be among them. He should either select, or have the pupils select, monitors to assist him; they should have some simple badge of office; they should be instructed what to do; they should make daily or semi-daily reports to him. Some teachers have small blank-books in which these reports are recorded by the pupil. Pains must be taken that the other pupils do not look upon them as *spies*. Convey the idea that they are like “leading citizens” in the community who give their time for the public good.

The bell will be struck by the monitor at the close of the recess; this will notify all to “stand in line;” the next bell starts the line, and all enter in order. The monitors advance to the desk and hand in their reports. If every thing has passed off properly the teacher is silent, unless he wishes to commend. If there has been disorder, he has a book in which it is entered to be adjusted at the time set apart for such things.

I have been somewhat particular in respect to these details in order to aid the inexperienced teacher. I have aimed to show that—1, there must be a well devised program distributing the time properly among the various classes, and that it must be inflexibly followed. 2, that the pupils must be made acquainted with it, and be drilled to

know the succession of classes and to follow the code of signals that directs the various movements. 3, that the order of the school-room is largely dependent on the unswerving fidelity of the teacher to the "order of his exercises."

CHAPTER XII.

MISCELLANEOUS SUGGESTIONS.

Difficulties.—The teacher of experience, as well as the novice, is painfully surprised by the appearance of unlooked for difficulties; many perplexities beset the path of the teacher. This is less easy to bear, because he is sure he is laboring for the good of his scholars; one naturally supposes that in a good cause all things should be in his favor; and it is a new and curious experience to find that other people do not give us credit for our motives. But opposition that cannot be vanquished by argument and reasoning gives way to tact, good nature, courage and perseverance. Difficulties come from several distinct sources.

(1) *From the parents.*—There is in many districts a very low state of public sentiment in behalf of education. The requirements of the teacher in regard to regular attendance, good order, neatness, etc., are opposed; the disobedience of the children is countenanced secretly, if not openly. The opposition sometimes reaches a stage in which the teacher is threatened with dire penalties if he enforces his

regulations. Very few but what have met with some difficulties of this sort.

A teacher of good abilities found that his older pupils were in the habit of whispering, and made the regulation that all who whispered should sit on a certain seat. A young lady, the daughter of one of the trustees, on returning home, informed her father of the rule. He rudely exclaimed: "Don't you go and sit on the condemnation seat or I'll horsewhip you." The teacher immediately called on this *model officer*, facing the lion in his den, as is always the best plan. A candid conversation induced the parent to take a reasonable and proper ground in the matter and to sustain the teacher. It may be inferred that in nearly all, if not all cases, it is best for the teacher to visit the parents. Prejudices are often removed by a conversation of a few moments in duration; his plans are explained; the misunderstandings and mistatements of the pupils corrected. Naturally the teacher dreads to meet with those he suspects of unfriendliness, but no mistake is more serious than that of visiting only the pronounced friends of the school; let him call upon as many of the parents as possible; many an enemy has been converted by a judicious visit. The teacher can learn the art of entering the house of a stranger only to leave warm friends behind him when he departs. Victories of this kind tell with great force upon the school-room. Many a boy will restrain his evil propensities when he knows the teacher will meet his parents.

Mischievous Pupils.—There are some who enter the school-room only for mischief; they are enemies to order and to the teacher. These too often possess more natural ability than those who are orderly. Having heard a bad report of a certain pupil, the teacher naturally becomes prejudiced and suspicious. On the first entrance of such a pupil the teacher should summon all his address and win him over; pleasant words—your eye steadily meeting his, to show you are not afraid—will accomplish wonders. Let the teacher call on the so-called “bad-boys” for assistance to maintain order, as monitors, etc. To tell a pupil you have heard a bad report of him would destroy your influence at once and probably for ever.

The preceding teacher.—To succeed a really good teacher is often difficult. The pupils and parents feel that no one can fill the vacant place. A wise teacher will not say anything disparaging to his predecessor. He will conciliate by admitting that the school was well-taught and the methods good. If a pupil says, “Mr. —— told us to say it in this way——,” admit frankly that that plan is good; change gradually if you deem it best to change. The tribute the pupils pay to their former teacher is worthy of commendation; it augurs well; such may become as warmly attached to you. Policy as well as just principle will dictate praise for all pupils who exhibit love for a former teacher.

Whispering.—The inexperienced teacher asks, “How shall I stop whispering?” It seems to him

the mountain of difficulty; remove that, and he will ask no more. The first rule announced generally is, "There must be no whispering." But a better day is dawning. Teachers are looking into the matter. They see that whispering may exist and good order also. In other words let the teacher aim at such good order as will enable the work of education to go on. This will require that no pupil interferes with another, and this will cover whispering and many other kinds of disorder. I remember in my first teaching saying to a large boy who had spoken to another about his lesson, "Do you not know you were doing wrong?" to be astonished by the reply and question, "No, sir; why is it?" Pupils are not easily taught that every thing the teacher forbids is wrong, and it is useless to attempt it. Let the teacher, then, attempt to suppress all kinds of unusual noise and disorder, and whispering will go also. Let him further note that the teachers who assemble at a Teachers' Institute whisper quite as freely as their pupils. More will be found on this topic under the head of "The Regulations."

Fighting and Quarreling.—The play-ground is oftentimes the scene of ill-feeling and combat. Special training is needed to implant the seeds of kindness and love, but to prevent present trouble those who quarrel should not be allowed to go out with the others at recess; and they may also be detained after the others at dismissal. There are pupils who will assist the teacher in his efforts and act as marshals. In one of the worst ward schools in

New York city the pupils are very efficient in this respect, and repress all disorder in the yards, with but little aid from the teachers. It should be noticed that the disorderly, the quarrelsome, are boys of a decided and strong character. Too often they are pushed to the circumference; the teacher unwisely gathers around him only the moral and well-behaved. The one who reads human nature will find employment for these characters; in fact, it is the nervous resistance they make to the quiet, and apparent idleness of the school-room that gives rise to their troubles. *Find something for the rebellious element to do.*

Sudden perplexities.—The mingling of many unlike temperaments is liable of itself to produce trouble, and this must always be met by presence of mind and firmness. A pupil purposely passed by another pupil's desk as many times as possible, and each time jarred it sufficiently to negative the efforts to produce the fine penmanship which was earnestly attempted. Unable to bear the ill-treatment longer, the oppressed pupil suddenly seized the tormentor and hurled him to the floor. It was an outburst of temper for which the pupil was immediately sorry. The teacher suspended the progress of the recitation, and sat silent for a few minutes. The school had become calm. Then he remarked, "I do not wish to speak of this matter at this time," and dismissed the class. Determined to produce a powerful impression, he did not call up the next class, but sat silent. The school soon

reflected his state of mind; the pupils felt oppressed, pained and troubled. Then he began to speak. He recurred to the good name of the school; the duty of bearing and forbearing, and then stated he should decide during the day upon suitable action in the matter. This is an extreme case, but it exemplifies a whole class of similar cases. The teacher must meet them all with presence of mind and outward calmness.

Chronic difficulties.—In some schools there are difficulties that occur daily, such as tardiness, noise, uncleanliness, impoliteness, imperfect lessons, etc., etc. The teacher should trace each to its source; he should study out a remedy and apply it. The welfare of his school depends on his success in the matter, and he must determine to remove these obstacles. Scolding will not accomplish it.

Regular attendance.—A large school requires the same treatment in kind that a small one does, except in the former case, you will have the aid of other trusted teachers. I propose here to give the plan of a successful principal in New York city for keeping up an interest. The school is situated among the poorer classes, and hence there is little or no culture and home influence to aid. All are assembled each morning for morning worship. At this time the principal announces the percentage of each class in attendance; for example a room that has 40 seats in it may have two absent—5% is the mark for that class, and it is so stated. This could be done in a district school. A discussion of the

subject will arouse ambition to excel, and so the idea of good attendance is constantly before the pupils. At the end of a week a book is given to the class that has the highest standing. If two classes have the same it is drawn for. When carried to the class-room it is drawn for again, and belongs to a pupil. In one room the teacher has a book-case, and the pupil donates the book (with a suitable inscription), to the library; it is then loaned out to the pupils; quite a library has been thus collected. In another a teacher has what is called a "trophy" side, and the wall is filled with cheap bright pictures, each of which has its history. One is for the best spelling, another for the best attendance. The greatest interest is felt in these. The subject of deportment is regulated in a similar way. The principal goes about several times per day into each class, "How many of this class have communicated or been reported? Please rise." The number taken from the entire number gives the entire percentage of deportment; or the teacher may give the number. In this way the percentage of the class is known. This is announced day by day, and on Monday morning the class having the highest takes the prize, which is borne away in triumph, that class being entitled to the first dismissal to its room in the morning.

It will be seen in this case, as is suggested, that the reward is a very inexpensive one. I have known in some cases a bouquet to be the reward, in others a ribbon, in others a medal. In all cases

the value is in the distinction; for example, a teacher had a small silk banner made which was kept for a week by the winning class. It caused great emulation.

Keeping up an interest.—Teachers are apt to forget that the school-room becomes dull, the exercises tedious; that one class achieves some merit relieves the tedium, gives something to think about and talk about; the effect of this is that the pupils become interested in their school. A community of 10, 50, 100, or 500 young persons can be absorbed in the events of that community alone, if a skillful person directs them.

On one occasion a parent complained to me, (and with justice too, as I was obliged to confess), of the interest I had created in his children. They were up, he said, at five o'clock on cold winter mornings in order to be at school in season! I was obliged to make a rule that any pupil who came to school before eight o'clock, unless he had special permission, would be considered out of order! This may be thought to be an extreme case. Yet the teacher who understands addressing human nature finds himself puzzled how to obtain objects for emulation that are not *too powerful*; the unskillful person, on the other hand, is looking after more powerful stimulants.

These two classes remind one of the old and the new schools of medicine. Once the effort was to obtain the most powerful drugs to give to the languid and debilitated. Every kingdom of nature was

ransacked for this purpose. As knowledge advanced the new school sprang up whose effort is to use no drugs at all; it maintains that the elements of power and strength and health, all lie in the human organism, and can be developed by hygienic methods. It is in this way the best teachers look at the matter. They see the school is a *community*. This is undoubtedly the key to the art of managing a number of individuals.

A school composed of rude, rough, bad boys will need very different handling from one where politeness, culture, and self-respect prevail. To offer a cheap prize to a class of boys who are furnished with a dollar or more of spending money each day, would only provoke contempt; yet, they are more susceptible to emulation than those to whom the prize might be most welcome.

Employ tact.—A skillful teacher was giving a lecture on "School-room Difficulties" at a teacher's institute, and was interrupted by a listener asking what should be done in a case he instanced. "Pour on tact" was the reply.

"But suppose that does not remove the difficulty."

"Pour on more tact, then."

There will always be cases of difficulty that only patience and tact will overcome; set rules will not meet them. An experience with a few such will teach important lessons. A lady who had had no experience as a teacher, took charge of a room of thirty primary pupils. Every-

thing went along smoothly for a few days; the children appeared to love her very much. Seeing a boy eating an apple she told him to come forward and stand on the floor, and was surprised that he refused. Without stopping to examine whether he refused from timidity or from disobedience, she called on the principal for aid.

"I cannot punish; what can I do? He must obey me or my influence is gone."

Yes; what was to be done? It seemed a serious matter to her. The principal urged her not to be hasty; to be patient and tactful.

"You can manage him if you employ skill. You must feel yourself to be his superior, not only in strength and knowledge, but in management."

She returned to her room. There sat the lad at his seat. She began to speak to the school about the *manliness* of obedience.

"George Washington obeyed his mother even when he became the commanding general. All great and generous people listen to the wishes of others; the mean and bad do not care for the desires of others. If the principal of the school calls for me, I go, etc., etc. Now, I think every one here wants to be obedient, even if it is not pleasant."

She then appealed to one and another to rise if they were willing; as one after another rose, the feeling began to spread. She could see that Henry was giving way.

"All who are willing to do promptly what is asked, may rise."

All rose, even Henry.

"Yes, I see, you are ready to make the school-room pleasant. A short time ago I asked Henry to come out in front; he was not willing to, then, but he is now; so he may come and stand before me."

Henry obeyed, seemingly glad of the opportunity. The teacher continued—

"You see Henry looks much happier than when on his seat; he is happier because he is doing right. No matter how small a thing you do that is wrong, you feel unhappy."

Desiring to make a permanent impression, the teacher continued—

"Henry may be seated. Children, you will find many times, at school and at home, that disagreeable things must be done. Men are great who do these things without shrinking; such we call heroes. You can be heroic here and at home. Henry was not quite a hero because he shrunk back; but he will do better next time."

Of course this is only an idea of the thought and language used; it will show its purport, however. The children must be *educated* into obedience, and this is far better than forcing them into it; yes, a thousand times better. An education in obedience shows the children the principles upon which they should act. Some teachers obtain order wholly by force, and wonder the children misbehave. A good teacher educates his pupils into self-government, no matter how rude and uncultivated they are. In

a short time he leaves the school-room with perfect assurance of order being maintained in his absence. He has aroused the spirit of doing right, which is the spirit of obedience. He has brought forward the nobler qualities and cultivated them and ripened them, so that they are able to hold the baser powers in subjection. This is the proper object for which a control over others is granted to any human being.

Decision.—Very much depends on the way in which a command is given. That the teacher *expects* obedience helps to obtain it; but if there is doubt and hesitancy the pupil feels it and refuses. There must be decision in the step, attitude, and voice of the teacher if he would be obeyed; for this quality carries urgency along with it. Soon after taking charge of a school, a teacher found that the pupils had been accustomed to pay but little attention to the directions of her predecessor. She saw that several were lounging improperly over their desks, and gave the directions, "Sit erect." This was obeyed by all but three or four; one looked and saw another disregarding the command, and concluded to disregard it also. The teacher stopped suddenly, and looking keenly at the disobedient ones, said, "I am not in the habit of repeating a request. I gave a direction just now which nearly all obeyed very promptly. I shall not repeat that direction." The decisive tone with which this was said carried meaning with it.

She took the names of the offenders, and when recess-time had arrived, read them off, and said, "These pupils may take the front seat and practice the direction I gave them a short time since." Following this up with earnestness, her pupils soon learned that she meant to be obeyed. This decisive way of meeting disobedience soon gave her the reputation of being a good disciplinarian. It is no uncommon thing in the homes of the children that simple commands are given several times over; prompt obedience is not required. But this cannot be permitted in a school. The teacher must be sure that obedience is right, and that the pupil can do it, and then having required it, he must insist on obedience.

The manner of the teacher is of the utmost consequence. If he appears to mean what he says, he is generally obeyed. "No teacher," says an able county superintendent, "can govern who cannot look his pupils squarely in the eye." This feature shows him to be in earnest or not. Voice and eye together declare the man's meaning to his pupils. The teacher who covets prompt obedience should speak his words with a decisive energy that cannot be misunderstood.

Be genuine.—What we sow we shall reap. If the pupils feel that the master is a genuine soul, they yield obedience with but little demurring. He will be watched and studied, not so much in a critical spirit, as from the desire to know the nature of the man who is before them. He will be what he

is no matter what he may do to create a different impression; he cannot hide himself from them. He must then be that very person he would have them become. In just what proportions the text-book and the teacher educate is not known, nor has it ever been stated; the former is but the complement of the latter. What we call education is got from the person. Those who teach well and govern well cannot be persons of small and sour dispositions. The educator is constantly imparting himself, and it must be his best and noblest qualities. There is much inspiration about genuine education. The teacher must be able to put aside the fact of the spelling-book for a time, and determine that he will, as the orator does, lift his young audience out of the prosy sphere they are now in, and give them glimpses of the beautiful, the wonderful, and the great. The power that demands and obtains obedience, is but part of a greater power resident in the teacher, that moulds the thoughts and life of the child in accordance with the noblest ideals.

CHAPTER XIII.

SCHOOL AMUSEMENTS.

Every teacher knows that pupils will tire even of the best kind of teaching. An eloquent address will fatigue if it is too long. To say nothing of the bad air, the glaring light, the bare walls, the monotonous voice of the teacher, the strong likeness to-day has to yesterday, the unattractiveness of the subjects, the repulsiveness of abstract themes to children—there is a protest in the blood of youth against confinement and a demand for amusement. The child that loves to study and does not like to play is an unhealthy being, and ought to be turned out of the school-room and made to play and get rid of his morbidity. The child may restrain his love of play, but it should not be expected of him to hate it.

What can be done to enliven the school-room ? What can be done on cloudy, oppressive days to relieve the monotony, the wearing tedium ? What can be done to arrest the attention that will wander ? What can be done to employ another side of the pupil's nature and rest the one that is wearied ?

What can be done to throw some jollity into the room and make all happy? These questions have been asked over and over by thousands of teachers. Some let in fun and pleasure at the very time and in the just quantity it is needed, and thus prevent idleness and the breaking of rules. They render the school-room attractive, because the pupil associates delight with it; smiles are seen and not frowns "forever and for aye."

I have selected a few of the various expedients I have used from time to time to enliven the school-room. It has been kept in view that instruction should be imparted, if possible, as well as amusement; still the main thing is amusement.

1. *Organization*.—All should know how to organize a "meeting," and to learn the art will both instruct and amuse. Let the teacher retire from his chair and put the school into the hands of his pupils. One will rise and call the meeting to order—"I call the meeting to order.") After a moment's waiting, he will nominate a chairman—"I nominate —— for chairman of this meeting.") Another pupil seconds this nomination—"I second that nomination.") The first then puts his motion—"Mr. —— has been nominated for chairman; all in favor of this nomination will please to say 'aye.' Mr. —— is chosen.") The chairman then takes the chair and asks for the choosing of a secretary—"Some one will please to nominate a secretary.") When one is named he calls for votes. ("All in favor of —— for secretary will please to say 'aye.'") He then

calls for the business to be transacted—"Gentlemen, what is your pleasure?" Some pupil then names some business, of course suggested by the teacher. This may be grave or gay as is thought best—"The Indian Question," "Why do boys like to skate," "*Resolved*, pie is unhealthy," etc. After due debate the meeting adjourns. (Some pupil says "I move this meeting do now adjourn;" another says "I second it," and the presiding officer puts it.)

This is susceptible of much variation, and it may be made very interesting. The teacher should teach the rules which govern such bodies—such as those pertaining to amendments, laying on the table, adjourning, etc. A book should be kept and the minutes read. The teacher should be near the chairman to suggest modes of keeping order, but latitude should be allowed; whispering, and even movement, permitted; or else it is *school* still, and that is what is to be avoided.

2. *A Geography Game*.—This is played as follows:—Sides are chosen, then one side begins by giving a word, say, New York. The one at the head of the other side "caps" it by saying Kingston—(New York ends with K and Kingston begins with K.) The second pupil on the first side calls out New Bedford, and so the game goes on. If a pupil fails in a certain number of seconds (five generally,) to give a word it is marked as a failure for that side. An umpire must be chosen and strict *count kept*. Some require the word to be defined

as, "sea," "lake," etc., but this retards the game. Some have the words written down by a "scribe." There are many rules of action, but these will be devised by the teacher.

The Biography Game.—This is played in somewhat a similar way. The pupils write the names of distinguished individuals on cards with their own names, and then put them in a box. "Sides" are chosen, and then a card is drawn from the box by each, and the first one of a side tells something about the name on his card; then the first of the other side follows; when one can say nothing he sits down. Of course, there should be a biographical dictionary in the room. By this method a great deal will be learned about celebrated men that might not otherwise be acquired. I give a few names that were in a game lately: Southey, Captain Smith, Smeaton, Prudhomme, Livy, Durer, Berzelius, Heyne, Amos Lawrence, Andrew Jackson, Thomas Paine, Tarquin, Wellington.

4. *Quotations.*—The teacher may give a quotation and then name a pupil; the pupil named must rise and give one and name some one else, and so the quoting and naming goes on. Some of these may be long, some short, some grave, some gay. The interspersing of comical ones with those of a serious kind will produce a sensation. This game is used at evening parties, and may be very improving as well as entertaining.

Another way of using quotations is as follows:

A name is drawn from a box, and this pupil takes the chair, and gives a quotation, as:

"Observed of all observers."

Another rises and says:

"O, what a deal of scorn looks beautiful

In the contempt and anger of his lip."

"Cassio, I love thee," etc.

"He was a man, take him for all in all," etc.

"Hear you this Triton of the minnows?"

"He wears the rose of youth," etc.

"Oh what a noble mind is here," etc.

"Speak to him ladies, see," etc.

"Your name is great in mouths," etc.

These may be made very amusing.

5. *Spelling Down*.—This is a well-known diversion, and need not be described here. It always affords pleasure and may be made profitable.

6. *Anecdotes, Stories, Tales, etc.*—The teacher may tell a "story," or the pupils may select some one of their own number. There are some that have unusual powers of description. The teacher should not force himself upon the pupils, nor if called on, be long-winded, nor attempt to weave in a moral. Usually, I refuse, if asked, because I desire the pupils to learn to amuse themselves.

Conundrums, etc.—A good deal of sport may be created by asking for an original conundrum; if this cannot be had, then for a really good one invented by some one else. There are pupils who will treasure up the smart sayings of witty people

for such occasions, if they think they will be called on to repeat them.

8. *Riddles*.—There are some beautiful riddles; that on the letter H, for example, long attributed to Lord Byron, and those by Canning. There are pupils who invent riddles and enigmas, and who will produce them if encouraged.

9. *Funny Sayings*.—The newspapers devote a column to these generally, and a few really good ones may be permitted. The pupils should be taught to distinguish between wit and its counterfeit. There are humorous things, and we are made to appreciate them, and it will not lower the estimate the pupils have of their teacher if he is known to laugh at the humorous things of life.

10. *Photographs*.—It is the custom of some teachers to collect a set of views of the most distinguished people or of the most remarkable places, and to exhibit these to the pupils at stated intervals. There is an apparatus which I have used with good effect, which throws a photograph on a screen, but that can only be used after some preparation, such as darkening of the room. The plans proposed must be such as can be readily and quickly extemporized. A teacher may show a photograph of queen Victoria, for example, and as it passes around give some facts and incidents of her life. So of Niagara Falls. This amusement deserves very thoughtful consideration.

11. *A Museum*.—A collection of curiosities belongs in the school-room by inherent right. A case

should be constructed to be opened on special occasions. A collection of Indian curiosities is always interesting, such as arrow-heads, tomahawks, etc. By exchanging with other schools a very respectable museum may be made. To rest the school, exhibit some new contribution, tell who gave it, and any incident connected with its history.

12. *Experiments*.—The teacher may have the materials for some experiments at hand, and with these he can easily attract the attention. Quinine bottles, tobacco pipes, and a few test tubes are easily obtained; a spirit-lamp is needed. Among the experiments may be enumerated—making of hydrogen, bleaching, ignition of phosphorus, making of carbonic acid, testing for starch, making a lead tree. The solar spectrum produced with a prism, cohesion with lead surfaces, etc., etc., always interest. I have a list of over 600 experiments that have been performed with apparatus not costing over \$30; one of 280 experiments when the apparatus did not cost over \$5. A whole chapter could be written on this subject.

13. *Dialogues*.—These may be of various kinds; they should be short and need no fitting up. One called "The Barber" (see SCHOOL JOURNAL) always produced much amusement. My custom has been to select one, and let two boys or girls learn it, keeping the matter entirely unknown to the rest. At the time I wish some enlivenment I call for volunteers, and the dialogue is brought out.

14. *Charades*.—The same remarks apply to this

as to Dialogues. The Charade may be in pantomime or spoken. Sometimes there are pupils who can originate a charade on the spot. Sometimes a historical character is selected.

15. *Music*.—This is the usual resource for weariness, and it always yields pleasure. It may be varied; have the boys sing one verse, and the girls another, etc. Pieces with a ringing chorus are always popular. I had one arranged with a drum chorus which brought many parents to the school. In addition to the school-songs, new pieces should be learned, pieces up to "the times." It is a custom in some schools to have music at frequent intervals during the day. As classes go and come let the teacher start a simple melody; it will conceal the noise, and it will give every one an opportunity to utter himself, somewhat, at least.

16. *Opera or Operetta*.—This is a dialogue in which the parts are sung. "The Alphabet" is one well-known:

"Come, my scholars, and let me see
How well you can say your A. B. C."

There are some with historical themes, others for anniversary days.

16. *Pupils Teaching*.—A teacher will find it will break up the monotony to let the pupils ask the questions, etc. They can ring the bells, they can attend to the order. This serves many purposes. It gives the pupils an interest they would not otherwise feel; it serves to familiarize them with the subject that is taught, and it diverts the

rest. If for no other reason than the last it may be adopted.

The above is but a part of the means by which the pupils may have their flagging interest stimulated. The great thing to be remembered is that the diversion must not be substituted for the regular work of the school. It must be short, too, and it should be well-performed. It may be supposed that "the minds of the pupils will be drawn away from their books;" this is the usual objection, but it is not a valid objection. For it is supposed that their minds are not on their books for weariness. It is now proposed to refresh and amuse, and then attack the studies with more ardor than ever. Pupils can accustom themselves to turn from diversion to study, especially, if most of the diversions are related, as the above are, to the school work. And it will be found that the refreshed mind can study with new vigor and profit.



CHAPTER XIV.

UNRULY PUPILS.

It not unfrequently happens that a number of large boys enter the school-room and bring perplexity, mischief, and great disorder in their train. What to do with them the teacher knows not. They are too large to punish. If left to themselves they are more lawless than the younger pupils. The teacher is disposed to shut his eyes to their disobedience of his rules; he "gets along the best he can" from day to day, and begins to look forward to his school-room with dread. He fears every day that something will happen, some rebellion, some catastrophe, and rejoices when the day closes without one. He thinks the trouble is only postponed, and so is never serene and happy. If certain pupils were not in the school he thinks teaching would not be so disagreeable a business. Teachers have been known to change from school to school solely to escape troublesome pupils.

Now, not every one who teaches can manage the average pupil. Some will have frequent contests with

the best pupils in the school-room. They possess no art of management whatever; they ought not to try to teach. A single instance comes to mind. A lady who had been employed in a normal school was highly recommended as an assistant. She was put in charge of a room of twenty-five or thirty pupils; there was not a vicious child there, and yet in a few days disorder reigned triumphant. It was painful to see the vain efforts of the teacher to keep those children in order; she rapped vigorously on the desk with a ruler; she pounded on the floor with a pointer; struck a call-bell with a dozen rapid blows; she would demand in a querulous tone, "John, why don't you keep your feet still?" or, "Mary, there you are, out of your seat again;" "Henry, you'll have to stay in at recess if you don't study," etc., etc. In vain did I suggest improving the moral tone, or planning to meet the certain difficulties that always infest the school-room. Her only reply was, "They are the worst children I ever saw."

"After six weeks she was succeeded by another teacher. The atmosphere at once seemed changed; the pupils looked brighter and more moral. (They were fast becoming bad children under the other teacher.) Their clothes seemed to be tidier. In two weeks' time the teacher came to my room on some errand. Remembering the former state of things, I nervously said at once, "Who is in charge of your pupils?" "I wish you would go quietly

and see if they are not in perfect order." I had the curiosity to go, and found a scene of contentment and industry. This teacher's remark was, "They are such good children!" It is evident, then, that some teachers make the disorder they complain of.

But let us suppose they do not actually do this; they may then not have any skill at all with what may be termed *positive* natures. A young lady has a school of thirty boys and girls, all under fourteen years of age; she gets along without real trouble, and thinks she is succeeding very well. But the door opens one Monday morning and in walk two or three boys of sixteen, seventeen, or eighteen years of age. Her heart fails her, and she fancies trouble at once.

Let us analyze the case. (1) They are large, and this seems a bad feature. But why? Men are easier to manage, if managed on the principles that apply to men, than children. Let this be a reassuring fact. (2) They appear brazen-faced. But is the teacher sure this is not put on to cover the embarrassment they feel? No one is more easily embarrassed than a young man. The young man may meet a horse running away with courage, but the laugh of a girl will put him into agony. (3) They enter together, as though banded for mischief. This is done, probably, to cover their timidity. (4) They don't observe the rules of order, but seem to despise them. This may result from not knowing them, or from deeming them wholly unneces-

sary. For instance, a teacher had taught her pupils to sit with their hands on the desk before them; the right hand laid upon the left. A large boy disregarded the rule, and it led to serious difficulty, for the teacher refused to let any one go out until he placed his hands in the required position. All sat for half an hour, when he complied. Without discussing the point whether, the rule being made, the teacher should insist on its observance, this other point demands attention. The younger pupils did not think of the rule, they were in the imitative stage; the older pupil being in the reasoning stage thought about the rule, and decided it was of little account whether the right hand or left hand was placed above. The conflict was, then, a natural one, and might be expected; the rule showed a lack of discrimination and tact on the part of the teacher. (5) Are you not prejudiced? It requires a well-balanced mind to feel at ease when a pupil as tall as yourself enters, rough in demeanor, careless in dress, and apparently defiant in look. The obsequiousness of the pupils is in contrast with the sturdy independence of the new comer. The teacher secretly says to himself, "I shall have trouble with that boy; he does not look as though he would mind." He looks severely at him, and begins to watch him. This is seen by the pupil; he feels a prejudice in return, and thus at the very outset the foundation of real trouble is laid. It sometimes happens that the teacher at a later period finds out

that this young man came with the best intentions, and that he was quite the reverse of what prejudice asserted.

(6) Consider this: when you meet a stranger a period longer or shorter elapses before you understand each other. The skillful person endeavors to make agreeable impressions; if he is successful the stranger is pleased, and he has a friend. The teacher should follow this example; you should bear in mind that the pupil is a stranger you do not know; he does not know you. Put forth tact, which in this case is a knowledge of human nature, and power to influence and lead it. "Water will not run up hill." There is a certain way in which human nature runs; it will not run up hill; the teacher must study its movements.

1. *Do not be antagonistic.* The teacher sees a new pupil; he is large, appears defiant, and a dislike is at once felt. Antagonistic measures are adopted and trouble begins. A young man came into school; finding he could not read, I told him to go in the class with the youngest pupils; he refused. Supposing him to be unruly, I neglected him entirely. A young pupil went to him at recess and showed this young man something about reading. This made me ashamed, and I said pleasantly:

"John, I will give you some help."

That young man became the best friend I had in stormy days that succeeded.

2. *Be friendly.* I had been told that on a certain

day two boys were to enter the school who had been very troublesome, and I awaited their entrance with some trepidation. They came in, slamming the door and walking heavily. At recess-time I stopped them when going out, and called them to my desk. I exerted myself to talk pleasantly about their work, and all sorts of things. They became acquainted and gave me no trouble. "Those who would have friends must show themselves friendly," says the proverb. The teacher may ask some large boy's counsel about some matter connected with the school or not, and thus draw him out. On one occasion I had a boy who was overgrown and disposed to be antagonistic. I asked him to stay after school, and then said I wanted to go over to a certain village on a certain night, and asked him how I should get there. He offered to take me, as he had a good horse and carriage. This gave me an opportunity to talk with him and know him. The result was that he became ambitious and studious, occasioning much wonder and talk in the district. He had been a leader in the opposition before, but was not so afterward.

I had in another school a young lady about twenty years of age, who had been one term to a boarding school, and who was disposed to be very critical. I found, too, that her parents were very influential and intelligent. I saw the first day that she was not pleased with my plans; so I asked her after school to tell me what she had studied. In

this way she had an opportunity to tell me that she had been at the boarding school at O——.

"I am glad to know that," I said, "for you will be able to help me. You know how things should go in a good school." She came with a new motive the next day—to be helpful, and not critical.

3. *Give occupation.*—I mean by this more than the usual occupations. Let the teacher consider the form of a church. The skillful minister has his deacons, elders, etc., and these in turn have committees. To know how to *organize* a body of persons is a great talent. Let the teacher have *monitors* chosen; let him have an *advisory committee*, and lay out work for them. Let him adroitly put on these committees some one whom he fears will be troublesome; he will then have something to think about besides mischief. There can be committees on neatness, order, entertainments, etc.

4. *Tact.*—After all, tact is the chief reliance. Difficulties arise from various sources, and only tact will overcome them. I had given a large boy a certain seat. While I was teaching a class he changed to another. I saw it but I said nothing at the time. I doubted if I told him to resume his former seat whether he would do it. I called him pleasantly to my desk, asked him if he would be kind enough to clear the black-boards. He complied readily. I then said so as not to be heard by others, "I think you are not in the seat I gave you; do not change your seat without permission.

If you do not like that seat consult with me at recess, or after school. I always like to be accommodating." I did not watch him to see what he did, but, turning around in a few moments, I found him in the right seat. The tact in this case was in sparing his feelings. Had I commanded him to change, his combative powers would have been aroused.

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